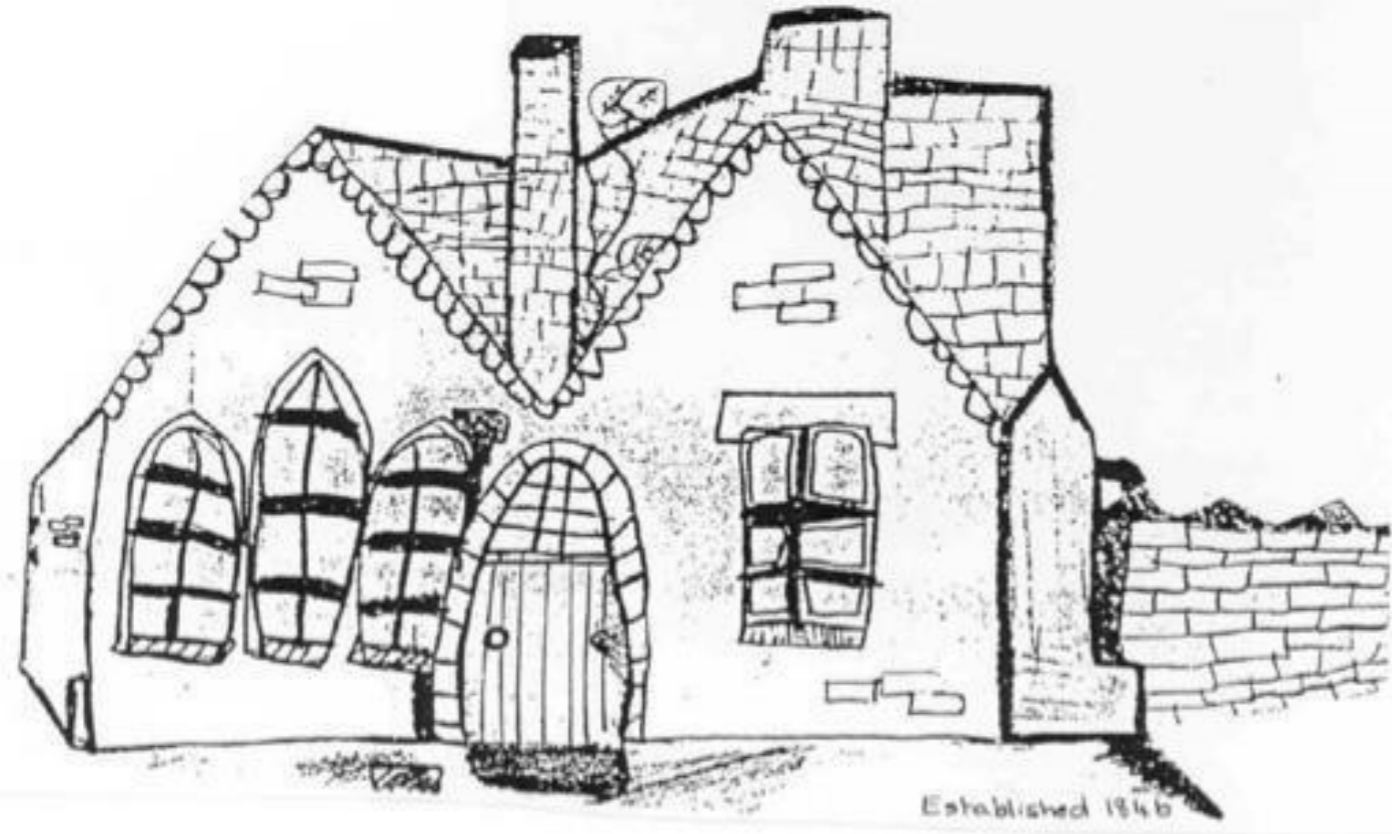




RE Progression of Skills and Knowledge Map



Our curriculum is driven by our Christian Vision and values, the culture and diversity of our local, National and global community.

'Fullness of life for all, through working together with the love of Christ.'

At Quinton Church Primary School, we believe that everyone should have life in all its fullness. Therefore, our aim is for everyone to be part of our **Christian community** where everyone is happy, safe and supported, feels **loved** and demonstrates kindness; understands **justice** and shows fairness to all; and receives high quality education and is empowered to live life to the full (John 10:10).

We are not only inspired by John 10:10, but by Micah 6:8, which shows us how to live life in all its fullness.

'The LORD has told us what is good. What he requires of us is this: to do what is just, to show constant love, and to live in humble fellowship with our God.'

Be kind, be fair, be thankful.

Fullness of life for all, through working together with the love of Christ.

PROGRESSION AND SKILLS and KNOWLEDGE MAP – RE

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|--|---|--|--------|--------|--------|
| National Curriculum Objectives | | | | | | |
| <p>ELG: Listening, Attention and Understanding Children at the expected level of development will: - 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 style="text-align: center;">ELG: Speaking</p> <p>Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. - 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> <p style="text-align: center;">ELG: Comprehension</p> <p>Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. - Anticipate – where appropriate – key events in stories. - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> <p style="text-align: center;">ELG: People, Culture and Communities</p> <p>Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - 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; - 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> | <p>A. Make sense of a range of religious and non-religious beliefs.</p> <ul style="list-style-type: none"> • Identify the core beliefs and concepts studied and give a simple description of what they mean. • Give examples of how stories show what people believe (e.g. the meaning behind a festival). • Give clear, simple accounts of what stories and other texts mean to believers <p>B. Understand the impact and significance of religious and nonreligious beliefs.</p> <ul style="list-style-type: none"> • Give examples of how people use stories, texts and teachings to guide their beliefs and actions • Give examples of ways in which believers put their beliefs into action <p>C. Make connections between religious and non-religious beliefs, concepts, practices and ideas studied.</p> <ul style="list-style-type: none"> • Think, talk and ask questions about whether the ideas they have been studying have something to say to them • Give a good reason for the views they have and the connections they make. | <p>A. Make sense of a range of religious and non-religious beliefs.</p> <ul style="list-style-type: none"> • Identify and describe the core beliefs and concepts studied • Make clear links between texts / sources of authority and the key concepts studied • Offer suggestions about what texts / sources of authority can mean and give examples of what these sources mean to believers <p>B. Understand the impact and significance of religious and nonreligious beliefs.</p> <ul style="list-style-type: none"> • Make simple links between stories, teachings and concepts studied and how people live, individually and in communities • Describe how people show their beliefs in how they worship and in the way they live • Identify some differences in how people put their beliefs into action <p>C. Make connections between religious and non-religious beliefs, concepts, practices and ideas studied.</p> <ul style="list-style-type: none"> • Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live. • Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly • Give good reasons for the views they have and the connections they make | <p>A. Make sense of a range of religious and non-religious beliefs.</p> <ul style="list-style-type: none"> • Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions • Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts • Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority. <p>B. Understand the impact and significance of religious and nonreligious beliefs.</p> <ul style="list-style-type: none"> • Make clear connections between what people believe and how they live, individually and in communities • Using evidence and examples, show how and why people put their beliefs into action in different ways, e.g. in different communities, denominations or cultures <p>C. Make connections between religious and non-religious beliefs, concepts, practices and ideas studied.</p> <ul style="list-style-type: none"> • Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) • Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently. • Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make. | | | |

Fullness of life for all, through working together with the love of Christ.

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|--|---|---|---|--|---|--|
| <p>Autumn 1</p> <p>MAKE SENSE OF BELIEF</p> <p>UNDERSTAND THE IMPACT</p> <p>MAKE CONNECTIONS</p> | <ul style="list-style-type: none"> talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world re-tell stories, talking about what they say about the world, God, human beings think about the wonders of the natural world, expressing ideas and feelings say how and when Christians like to thank their Creator talk about what people do to mess up the world and what they do to look after it. | <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 simply and 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 way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others) Give an example of how Christians put their beliefs into practice 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 Give a reason for the ideas they have and the connections they make. | <p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify a religious story that answers a big question, for example, Jesus healing the Lepers answers the question: is it wrong for people to be left out?' Identify two or more big questions about religions and beliefs, and match them to two or more possible answers <p>Understand the impact:</p> <ul style="list-style-type: none"> Recognise that people's beliefs about God or life make a difference to what they do. Give simple examples of 'hidden messages' in faith stories or wise sayings <p>Make connections:</p> <ul style="list-style-type: none"> Talk about what they like in the stories from sacred texts that they hear Think, talk and ask good questions about messages within sacred texts and the values, behaviour and attitudes of people Ask and suggest answers to questions arising from their learning about religions. | <p>Make sense of belief:</p> <ul style="list-style-type: none"> Place the concepts of God and Creation on a timeline of the Bible's 'Big Story' Make clear links between Genesis 1 and what Christians believe about God and Creation Recognise that the story of 'the Fall' in Genesis 3 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 because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the earth – some specific ways) 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 for non-Christians living today | <p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus. 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' actions towards outcasts 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' teaching 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>Make sense of belief:</p> <ul style="list-style-type: none"> Identify some different types of biblical texts, 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"> Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed. Show how Christians put their beliefs into practice in worship <p>Make connections:</p> <ul style="list-style-type: none"> Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own. | <p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify features of Gospel texts (for example, teachings, parable, narrative). Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts. <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 Christian 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. |

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| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|---|---|--|---|--|---|---|
| <p>Autumn 2</p> <p>MAKE SENSE OF BELIEF</p> <p>UNDERSTAND THE IMPACT</p> <p>MAKE CONNECTIONS</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 recall simply what happens at a traditional Christian festival (Christmas) begin to recognise the word 'incarnation' as describing the belief that God came to earth as Jesus re-tell religious stories, making connections with personal experiences | <p>Make sense of belief:</p> <ul style="list-style-type: none"> Recognise that stories of Jesus' life come from the Gospels Give a clear, simple account of the story 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. <p>Make connections:</p> <ul style="list-style-type: none"> Think, talk and ask questions about Christmas for people who Christians are and for people who are not Decide what they personally have to be thankful for, giving a reason for their ideas. | <p>Make sense of belief:</p> <ul style="list-style-type: none"> Recognise a special time pupils celebrate and explain simply what celebration means Identify and name at least three different religious festivals, giving two facts about each one Identify a belief that connects to a festival, e.g. 'they do it because they believe...' <p>Understand the impact:</p> <ul style="list-style-type: none"> Give simple examples of the ways a festival makes a difference e.g. to emotions, to families Talk about features in festival stories that made people feel happy or sad and compare them with pupils' own experiences Notice and suggest a meaning for some symbols used in the celebrations they learn about e.g. light, water, signs of togetherness <p>Make connections:</p> <ul style="list-style-type: none"> Think, talk and ask good questions about big days in different religions Talk about links between how people celebrate today and old stories Notice and find out about simple similarities: special or sacred food, music, stories, gatherings prayers or gifts | <p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify and describe how festivals from at least three religions are celebrated, using the right words Explain examples of texts and stories which lie behind the festivals in terms of the values and beliefs they show <p>Consider questions about the belief that God is at work in human life and stories which show how this should be celebrated.</p> <p>Understand the impact:</p> <ul style="list-style-type: none"> Make simple connections between sacred texts and the practice of religious festivals today Describe how people show devotion to God and commitment to key values in their festivals Identify similarities, differences, and generalities in relation to the festivals they study <p>Make connections:</p> <ul style="list-style-type: none"> Raise questions about what is worth celebrating and why, suggesting answers of their own with reasons Make links between different religions, which all celebrate the triumph of goodness over evil. | <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 puja). Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali) Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India) <p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify the terms dharma, Sanatana Dharma and Hinduism and say what they mean Make links between Hindu practices and the idea that Hinduism is 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 whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas. | <p>Make sense of belief:</p> <ul style="list-style-type: none"> Explain beliefs about prayer from Judaism and Islam Describe examples of texts which explain and influence Jews and Muslims in prayer <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between belief about God and the practice of prayer Explain differences between the ways Jews and Muslims pray <p>Make connections:</p> <ul style="list-style-type: none"> Raise questions about prayer and God and explore varied answers Explain the importance of prayer to Muslims, Jewish people and those who do not pray, or pray in different ways Give good reasons for their views about prayer and its value in different communities. | <p>Make sense of belief:</p> <ul style="list-style-type: none"> Explain beliefs about the value of religious and cultural diversity in their local town ./ community Describe examples of texts which explain why honouring all humans is important in, for example, both Christianity and Islam Compare their ideas about respect for all with those studied <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between belief in the 'Golden Rule' and the needs of a mixed community Give examples of the impact of inter faith work in our community <p>Make connections:</p> <ul style="list-style-type: none"> Raise questions about how we can be a more tolerant and respectful community, suggesting answers Explain the importance of tolerance, respect and liberty for all in making a community that is harmonious Give good reasons for their views about harmony in our communities. |

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| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|---|---|--|---|--|--|--|
| <p>Spring 1</p> <p>MAKE SENSE OF BELIEF</p> <p>UNDERSTAND THE IMPACT</p> <p>MAKE CONNECTIONS</p> | <ul style="list-style-type: none"> re-tell religious stories making connections with personal experiences share and record occasions when things have happened in their lives that made them feel special 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>Make sense of belief:</p> <ul style="list-style-type: none"> Recognise that there are special places where people go to worship, and talk about what people do there 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 Identify a belief about worship and a belief 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 used in 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 a 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 good reasons for their ideas Talk about what makes some places special to people, and what the difference is between religious and non-religious special places | <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 Identify some of the key Muslim beliefs expressed in the 5 Pillars of Islam <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 Give examples of how Muslims put their beliefs about prayer and about Allah into action (e.g by daily prayer, fasting or pilgrimage). <p>Make connections:</p> <ul style="list-style-type: none"> Think, talk about and ask questions about Muslim beliefs and ways of living 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 whether prayer, respect, celebration and self-control have something to say to them too. | <p>Making sense of belief:</p> <ul style="list-style-type: none"> Recognise what a 'Gospel' is and give an example of the kinds of stories it contains Offer suggestions about what texts about baptism and Trinity mean. Give examples of what these texts mean to some Christians today. <p>Understand the impact:</p> <ul style="list-style-type: none"> Describe how Christians show their beliefs about God the Trinity in 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>Make sense of belief:</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 and Jewish beliefs about God and his relationship with the Jewish people, including a 'Covenant' with '10 Commandments' Offer informed suggestions about the meaning of the Exodus story for Jews today. <p>Understand the impact:</p> <ul style="list-style-type: none"> Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) Describe how Jewish people show their beliefs through worship in festivals, both at home and in wider communities <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 remembrance, 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. | <p>Make sense of belief:</p> <ul style="list-style-type: none"> Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life Identify beliefs about life after death in 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 between 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 <p>Make connections:</p> <ul style="list-style-type: none"> Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own | <p>Make sense of belief:</p> <ul style="list-style-type: none"> Explain beliefs and teachings about justice from Christian and Muslim texts Compare their ideas about justice and fairness with those studied in Islam and Christianity <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between belief about justice from sacred texts and the actions of a modern religiously based charity Describe clearly examples of the impact of charitable work in the world today Explain some differences between the two charities <p>Make connections:</p> <ul style="list-style-type: none"> Raise questions about charity, justice and the impact of religion, suggesting answers Explain the importance of the idea that God loves justice and is just to Muslims and Christians Express their own ideas about justice |

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| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|---|---|---|--|--|---|---|
| <p>Spring 2</p> <p>MAKE SENSE OF BELIEF</p> <p>UNDERSTAND THE IMPACT</p> <p>MAKE CONNECTIONS</p> | <ul style="list-style-type: none"> Recognise and re-tell stories connected with celebration of Easter Say why Easter is a special time for Christians Talk about ideas of new life in nature. Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs etc, and make connections with signs of new life in nature Talk about some ways Christians remember these stories at Easter. | <p>Make sense of belief:</p> <ul style="list-style-type: none"> Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). Recognise that Jesus gives instructions about how to behave. <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 pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas. | <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 instructs people about how to behave. <p>Understand the impact:</p> <ul style="list-style-type: none"> Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace and bringing good news to the friendless. Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession). <p>Make connections:</p> <ul style="list-style-type: none"> 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>Make sense of belief:</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 Jesus in worship in different ways. <p>Make connections:</p> <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>Make sense of belief:</p> <ul style="list-style-type: none"> Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) 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', and exist without a designer) <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between Christian and Humanist ideas about being good and how people live Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view <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. | <p>Make sense of belief:</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 Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper. Show how Christians put their beliefs into practice 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 the idea of sacrifice, recognising different points of view. | <p>Make sense of belief:</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 belief in the Kingdom of God and how Christians put their beliefs into practice. Show how Christians put their beliefs into practice in different ways. <p>Make connections:</p> <ul style="list-style-type: none"> Relate the Christian 'Kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today. Articulate their own responses to the idea of the importance of love and service in the world today |

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| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| <p>Summer 1</p> <p>MAKE SENSE OF BELIEF</p> <p>UNDERSTAND THE IMPACT</p> <p>MAKE CONNECTIONS</p> | <ul style="list-style-type: none"> talk about somewhere that is special to themselves, saying why recognise that some religious people have places which have special meaning for them talk about the things that are special and valued in a place of worship begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God 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. | <p>Make sense of belief:</p> <ul style="list-style-type: none"> Give examples of how stories 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. care for animals, treat people equally) Give examples of how Muslims put their beliefs about prayer and about Allah into action (e.g by daily prayer, by using subha beads). <p>Make connections:</p> <ul style="list-style-type: none"> Think, talk about and ask questions about Muslim beliefs and ways of living 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 whether prayer, respect, celebration and self-control have something to say to them too. | <p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify a belief about God linked to what a holy book says Recognise that sacred texts contain stories which are special to many people and should be treated with respect Identify at least three symbols which people use to show their respect for their holy writings <p>Understand the impact:</p> <ul style="list-style-type: none"> Recognise how different religions express their respect for their scriptures, using symbols and by doing what the scriptures say Give simple examples of 'hidden messages' in faith stories or wise sayings <p>Make connections:</p> <ul style="list-style-type: none"> Talk about what they like in the stories from sacred texts that they hear Think, talk and ask good questions about messages within sacred texts and the values, behaviour and attitudes of people Suggest feelings and reactions of characters at key points in faith stories, and suggest meanings in the stories Ask and suggest answers to questions arising from their learning about holy books | <p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify and describe key Sikh beliefs and values including Waheguru and Sewa Explain examples of texts such as the Mool Mantar Consider questions about the belief that all humans are equal to God. <p>Understand the impact:</p> <ul style="list-style-type: none"> Make simple connections between sacred texts and practice, e.g in provision of food and care for those 'left out' Describe how people show their Sikh identity in dress, behaviour and values <p>Make connections:</p> <ul style="list-style-type: none"> Raise questions about what it means to live a good life and examine Sikhi answers Make links between their own ideas and values and those held dear in Sikhi communities Give good reasons for their views about the importance of values such as equality, community, tradition and respect. | <p>Make sense of belief:</p> <ul style="list-style-type: none"> Make clear links between the story of Pentecost and Christian beliefs 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 description of Pentecost in Acts 2, the Holy Spirit, the Kingdom of God, and how Christians live now. 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>Make sense of belief:</p> <ul style="list-style-type: none"> Explain beliefs about holy buildings and God's presence from different religions Describe examples of texts which explain worship and sacred space <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between belief about God and places and practices of worship Explain differences between what happens in different places of worship <p>Make connections:</p> <ul style="list-style-type: none"> Raise questions about the value and impact of worship and the significance of 'holy space'. Describe clear connections between beliefs about God and how people worship Express their own response to the idea that the Earth is a 'holy place' we all share. | <p>Make sense of belief:</p> <ul style="list-style-type: none"> Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately. Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha etc. <p>Understand the impact:</p> <ul style="list-style-type: none"> Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live Connect Hindu ideas about the stages of life [4 ashramas] with ideas of how to live well [karma] and with beliefs about reincarnation [dharma, moksha] Give evidence and examples to show how Hindus put their beliefs into practice in different ways <p>Make connections:</p> <ul style="list-style-type: none"> Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus. Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view. |

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| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| <p>Summer 2</p> <p>MAKE SENSE OF BELIEF</p> <p>UNDERSTAND THE IMPACT</p> <p>MAKE CONNECTIONS</p> | <ul style="list-style-type: none"> • talk about some religious stories • recognise some religious words, e.g. about God • identify some of their own feelings in the stories they hear • identify a sacred text e.g. Bible, Torah • talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked; what the Hanukkah story teaches Jews about standing up for what is right) etc. | <p>Making sense of belief:</p> <ul style="list-style-type: none"> • Re-tell simply some stories of Guru Nanak • Give examples of how the stories used in Sikh life and worship (e.g. does the story have a hidden message about what God is like, or about how we live?) <p>Understanding the impact:</p> <ul style="list-style-type: none"> • Give examples of how and why Sikhs retell the stories of Guru Nanak and the other Gurus • Make links between Sikh ideas of God found in the stories and how people live <p>Making connections:</p> <ul style="list-style-type: none"> • Ask some questions about Sikh stories using the questioning words 'Who? How? Why? What if?' • Talk about what they think is good about the Sikh stories and the ideas they noticed inside the stories. • Give a good reason for their ideas about whether any of these things are good for them too. | <p>Making sense of belief:</p> <ul style="list-style-type: none"> • Recognise the Sikh holy building, the Gurdwara, from local photos • Re-tell simply some of the things that happen in a Gurdwara • Give examples of other community buildings where people share their lives <p>Understanding the impact:</p> <ul style="list-style-type: none"> • Give examples of how Sikhs worship, pray, sing and share their lives at a Gurdwara • Make simple links between Sikh ideas of God and service to others and the work of the Gurdwara • Give an example of how some Sikh people might remember God in different ways (e.g. through worship at the Gurdwara, through service) <p>Making connections:</p> <ul style="list-style-type: none"> • Ask some questions about Sikh worship using the questioning words 'Who? How? Why? What if?' • Talk about what they think is good about the Sikh Gurdwara and the ideas they noticed in their learning. • Give a good reason for their ideas about whether any of these things are good for them too. | <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Identify and describe some stories and sayings of the Prophet, showing how they provide an example to live by. • Explain the meanings of examples of texts that Muslims use to understand Islam • Consider questions about leadership, and Islamic examples of answers <p>Understand the impact:</p> <ul style="list-style-type: none"> • Make simple connections between sacred texts and Muslim admiration for the Prophet • Describe how Muslim people follow the example of the Prophet today. <p>Make connections:</p> <ul style="list-style-type: none"> • Raise questions about why we often seem to like to follow a leader • Express their own ideas about the meaning and value of different kinds of leadership. • Give good reasons for their views about the leadership of the Prophet. | <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Identify and describe the 5 Pillars of Islam and the beliefs they express • Consider questions about what Muslims believe, e.g. is submission to Allah and generosity a good way to live? <p>Understand the impact:</p> <ul style="list-style-type: none"> • Make simple connections between beliefs about Allah and the 5 Pillars • Describe how people show devotion in Islam <p>Make connections:</p> <ul style="list-style-type: none"> • Ask questions about why the Pillars are practiced by so many millions • Express their own ideas about the meaning and value of rituals like these • Give good reasons for their views about religion and ritual. | <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Explain Muslim and Christian beliefs about temptation, sin and forgiveness • Compare their ideas about temptation with those studied <p>Understand the impact:</p> <ul style="list-style-type: none"> • Make clear connections between belief about God and moral choices • Give examples of the impact of ritual in life • Explain differences between Christian and Muslim ideas <p>Make connections:</p> <ul style="list-style-type: none"> • Express their own response to Muslim and Christian teaching about temptation • Give good reasons for their views about moral choices and forgiveness. | <p>Make sense of belief:</p> <ul style="list-style-type: none"> • Explain some ways beliefs are shown in creative expression • Compare their ideas about religious expression with the examples they study <p>Understand the impact:</p> <ul style="list-style-type: none"> • Make clear connections between beliefs and different forms of expression • Give examples of the impact of beliefs on art, architecture and music <p>Make connections:</p> <ul style="list-style-type: none"> • Raise questions about how they might express their own spiritual ideas • Describe clear connections between beliefs and art / architecture / music. |

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