

# St George's Central CE Primary School and Nursery

## Progression in Religious Education

### Progression of Religious Knowledge: Christianity

Nursery	Reception	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
<ul style="list-style-type: none"> <li>• Know that Christians believe that God created the world.</li> <li>• Develop an understanding of Harvest Festival and that it is a chance to say thank you to God.</li> <li>• Know that Jesus was special.</li> <li>• Know that Christmas is Jesus's birthday.</li> <li>• Know that Jesus had friends.</li> <li>• Know some stories in the Bible were from before Jesus was born.</li> <li>• Know that Easter is a very important time of year for the Church.</li> <li>• Know the word church.</li> <li>• Know we have a lunch time prayer.</li> <li>• Know that we go to church to worship.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that Christians believe that God is our heavenly father, we are his children and we are members of the wider world family.</li> <li>• Know that Christians believe that God created the world.</li> <li>• Know that Christians celebrate the Harvest Festival with a special service in church and that Christians say thank you to God at Harvest time.</li> <li>• Know that Jesus was special and performed miracles.</li> <li>• Know that people do a variety of jobs that particularly show Christian values in action.</li> <li>• Know that Jesus was a very special baby, the Son of God.</li> <li>• Know that the Church celebrates Christmas in special ways.</li> <li>• Know that Jesus listened to and learned Old Testament</li> </ul>	<ul style="list-style-type: none"> <li>• Give a clear, simple account of what Genesis 1 tells Christians about the natural world and say why they might look after the natural world.</li> <li>• Give examples of how Christians can show care for the natural world.</li> <li>• Know the story of Jesus's birth and deepen understand through knowing that Jesus was a gift from God.</li> <li>• Understand how Christians use the story of the nativity to guide their beliefs and actions at Christmas.</li> <li>• Recognise that Incarnation and Salvation are part of the 'big story' of the Bible.</li> <li>• Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).</li> <li>• Recognise that Jesus gives instructions about how to behave.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify some beliefs about why the world is not always a good place (links to Christian belief of sin).</li> <li>• Identify an inspirational Christian and connect their story to the teachings of Jesus.</li> <li>• Explain why water is a key symbol used in Christianity and link its symbolic importance to baptism.</li> <li>• Understand the meanings of stories told in the Gospels and understand their links to our world today.</li> <li>• Evaluate paintings of The Baptism and discuss similarities between how God is depicted by different artists and explain how The Holy Trinity is represented in different pieces of art.</li> <li>• Explore the differences of being baptised at birth and as an adult and how Christians choose when to be baptised based on how</li> </ul>	<ul style="list-style-type: none"> <li>• Understand Christmas celebrations provide answers to questions about Christian beliefs about Jesus.</li> <li>• Identify features of Gospel texts (for example the teachings of parables).</li> <li>• Take account of context, suggest meanings of texts studied and compare their own ideas with ways in which Christians interpret biblical texts.</li> <li>• Make clear connections between Gospel texts, Jesus's good news and how Christians live in the Christian community and their individual lives.</li> <li>• Explain what Christians mean when they say that Jesus's death was a sacrifice.</li> <li>• Make clear connections between the Christian belief in Jesus's death as a sacrifice and how Christians celebrate Holy Communion and the Last Supper.</li> </ul>

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	<p>stories and that Old Testament stories teach us about God.</p> <ul style="list-style-type: none"> <li>• Know that Jesus told stories and that they are found in the Bible and that they teach people about God.</li> <li>• Know that Jesus died on the cross on Good Friday and that Christians believe Jesus rose on Easter Sunday.</li> <li>• Know that Christians consider themselves to be friends of Jesus.</li> <li>• Know that Jesus had 12 special friends called disciples.</li> <li>• Know that Jesus taught his disciples the Lord's Prayer.</li> <li>• Know the arrival of the Holy Spirit is celebrated at Pentecost.</li> </ul>	<ul style="list-style-type: none"> <li>• Give at least three examples of how Christians show their beliefs about Jesus's death and resurrection in church worship at Easter.</li> <li>• Reflect upon the miracles of nature and new life during springtime.</li> <li>• Make links between the transformation of plants and animals and the Easter story in order to develop an understanding of the resurrection.</li> <li>• Give examples of stories, objects, symbols and actions used in churches that show what people believe.</li> <li>• Give simple examples of how people worship at a church.</li> <li>• Tell stories from the Bible and recognise a link with the concept of 'Gospel' or good news and give simple accounts of what Bible texts mean to Christians.</li> <li>• Give examples of ways in which Christians follow the teachings studied about forgiveness and peace and bringing good news to the friendless and give examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession).</li> </ul>	<p>they celebrate their Christianity.</p> <ul style="list-style-type: none"> <li>• Explain why the Trinity is important to Christians in their places of worship and at home and how it influences their life as a Christian.</li> <li>• Know that light is used as a metaphor to describe Jesus and his impact on the world, with reference to Christmas time.</li> <li>• Talk with understanding about the ways in which Jesus's followers bring His light into the world, particularly at Christmas time.</li> <li>• Explain that Christians are separated from God by sin.</li> <li>• Talk about Holy Week in detail and be able to explain why this week is pivotal in the Christian calendar.</li> <li>• Discuss why we call Good Friday 'Good' Friday and offer insight into whether Mary would have described it as 'Good'.</li> <li>• Give detail into how Holy Week is celebrated in Christian communities and Christians' homes.</li> <li>• Be able to explain the word 'salvation' and give a definition. Be able to explain why this word fits with Holy Week and Good Friday.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe at least three examples of ways in which religions guide people in how to respond in life to good and bad.</li> <li>• Identify beliefs and traditions about death in at least two different religions.</li> <li>• Use evidence to show how beliefs about resurrection, judgement, heaven, karma and reincarnation make a difference to how someone lives.</li> <li>• Reflect on a range of artistic expressions of afterlife, articulating different ways of understanding them.</li> <li>• Explain why Christians show gratitude and give evidence as to why gratitude is good and valuable for people.</li> <li>• Identify some different types of Biblical texts, using technical terms accurately.</li> <li>• Explain connections between biblical texts and Christian ideas of God, using theological terms.</li> <li>• Explain what Christians believe God is like with reference to God being holy, divine and loving.</li> <li>• Make clear connections between Bible texts studied and what</li> </ul>
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		<ul style="list-style-type: none"> <li>• Identify what a parable is and tell the story of the Lost Son, recognising a link with the concept of God as a forgiving Father.</li> <li>• Give examples of ways in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others and give an example of how they put these beliefs into action.</li> <li>• Know what happens at a Christian baptism ceremony.</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on the significance of the incidents of betrayal and trust in the Easter story.</li> <li>• Know that the Old Testament tells the story of a particular group of people, the children of Israel known as the People of God — and their relationship with God.</li> <li>• Know that the People of God try to live in the way God wants, following his commands and worshipping Him.</li> <li>• Understand that Christians believe God promises to stay with them and Bible stories show how God keeps his promises.</li> <li>• Understand that The Old Testament narrative explains that the People of God are meant to show the benefits of having a relationship with God, and to attract all other nations to worshipping God.</li> <li>• Understand that Christians believe that, through Jesus, all people can become the People of God.</li> <li>• Make clear links between the story of Pentecost and Christian beliefs about the Kingdom of God on earth.</li> <li>• Offer suggestions about how the events of Pentecost in Acts 2 link to ideas about the Holy Spirit,</li> </ul>	<p>Christians believe about God; for example, through how cathedrals are designed.</p> <ul style="list-style-type: none"> <li>• Explain why Medieval Christians built cathedrals to the Glory of God. Explain how different areas of churches or Christian worship areas have links to ideas of God.</li> <li>• Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.</li> <li>• Make clear connections between Genesis 1 and Christian belief about God as Creator.</li> <li>• Show understanding of why many Christians find science and faith go together.</li> <li>• Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.</li> <li>• Identify the type of text that Psalm 8 is, and its purpose and explain what Psalm 8 has to say about the idea of God as Creator and the place of humans in Creation.</li> </ul>
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			<p>the Kingdom of God and how Christians live now. Give examples of what Pentecost mean to some Christians now.</p> <ul style="list-style-type: none"> <li>• Make links between ideas about the Kingdom of God in the Bible and what people believe about following God today.</li> <li>• Understand that God the Creator cares for the creation, including human beings and that as human beings are part of God's good creation, they do best when they listen to God.</li> <li>• Know that the Bible shows that God wants to help people to be close to Him — for example by giving them guidelines on good ways to live (such as the Ten Commandments) and by offering forgiveness even when they keep on falling short.</li> <li>• Understand that Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short.</li> <li>• Know that Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first.</li> </ul>	<ul style="list-style-type: none"> <li>• Make clear connections between Psalm 8 and some ways Christians respond to God as Creator.</li> <li>• Understand that the discoveries of science make Christians wonder even more about the power and majesty of the Creator.</li> <li>• Explain the place of Incarnation and Messiah within the 'big story' of the Bible.</li> <li>• Identify Gospel and prophecy texts, using technical terms.</li> <li>• Explain connections between biblical texts, Incarnation and Messiah, using theological terms.</li> <li>• Show how Christians put their beliefs about Jesus's Incarnation into practice in different ways in celebrating Christmas.</li> <li>• Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.</li> <li>• Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives.</li> <li>• Know that Jesus told many parables about the Kingdom of God. and that these suggest that God's</li> </ul>
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			<ul style="list-style-type: none"> <li>• Understand that Jesus shows love and forgiveness to unlikely people and that Christians try to be like Jesus — they want to know Him better and better.</li> <li>• Know that Christians try to put Jesus’s teaching and example into practice in lots of ways, from church worship to social justice.</li> </ul>	<p>rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God.</p> <ul style="list-style-type: none"> <li>• Know that the Kingdom is compared to a feast where all are invited to join in but that not everyone chooses to do so.</li> <li>• Understand that many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.</li> <li>• Know that links can be made between Christian beliefs, the Eucharist, the Last Supper and the Passover and that there is important symbolism associated with the Eucharist that explains Christian belief.</li> <li>• Know that the Eucharist is important to Christians and that different denominations celebrate it in different ways. Suggest reasons for the similarities and differences between denominations.</li> <li>• Make clear connections between Christian and Humanist ideas about being good and how people live.</li> </ul>
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Progression of Religious Knowledge: Islam				
Nursery	Reception	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
	<ul style="list-style-type: none"> <li>• Know that Muslims take off their shoes in a mosque.</li> <li>• Know that Muslims welcome babies into their community in ways that are different from those seen at a baptism.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the words of the Shahadah and that it is very important for Muslims and give examples of how Muslims use the Shahadah to show what matters most to them.</li> <li>• Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean.</li> <li>• Understand how stories about the Prophet show what Muslims believe about Muhammad. and how Muslims use the stories to guide their beliefs and actions (e.g. care for creation, fasting during Ramadan).</li> <li>• Understand how Muslims put their beliefs about prayer into action.</li> <li>• Give examples of stories, objects, symbols and actions used in mosques that show what people believe.</li> <li>• Give simple examples of how people worship at a mosque.</li> <li>• Know what happens at a traditional Muslim welcome ceremony, and suggest what the actions and symbols mean.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the importance of prayer, fasting in Ramadan and the festival of Id-ul-Fitr to Muslims within the context of the Five Pillars.</li> <li>• Consider what Surah 1 (chapter 1) of the Qur'an tells Muslims about what God is like and explore how this chapter shows the nature of God in Islam (Tawhid – the oneness of God).</li> <li>• Understand that willing submission to God is central to Islam and that ideally Muslims demonstrate this through ibadah, worship.</li> <li>• Consider the benefits of living a self-disciplined life and consider how people who are not Muslims can achieve this.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider the context of the Muslim population globally, within Britain today and within the local area.</li> <li>• Understand Hajj (pilgrimage) as a pillar of Islam and be able to give an overview of this and the other four pillars pupils have already been introduced to as expressions of ibadah (worship and belief in action). Explore how these Pillars affect the lives of Muslims and discuss the value and challenge for Muslims in following them in Britain today.</li> <li>• Know about the festival of Eid-ul-Adha, at the end of Hajj, celebrated to recall Ibrahim's faith being tested when he was asked to sacrifice Ismail.</li> <li>• Consider and explore the significance of the Holy Qur'an for Muslims as the final revealed word of God. Know how it is believed to be revealed to Prophet Muhammad by the Angel Jibril and about some of the key stories of the Prophets.</li> <li>• Consider how the Holy Qur'an is used and treated and and know that some</li> </ul>

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				<p>people memorise the Qur'an and be able to say why (hafiz, hafiza).</p> <ul style="list-style-type: none"> <li>• Understand the difference between the authority of the Qur'an and other forms of guidance for Muslims and reflect on what forms of guidance pupils turn to when they need advice. Examine ways in which these are different from the Qur'an for Muslims.</li> <li>• Explore how Muslims put the words of the Qur'an and the words and actions of the Prophet Muhammad into practice, and what difference they make to the lives of Muslims.</li> <li>• Investigate the design and purpose of a mosque/masjid and explain how and why the architecture, artwork and activities (e.g. preparing for prayer) reflect Muslim beliefs.</li> </ul>
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**Progression of Religious Knowledge: Judaism**

<b>Nursery</b>	<b>Reception</b>	<b>Year 1/Year 2</b>	<b>Year 3/Year 4</b>	<b>Year 5/Year 6</b>
	<ul style="list-style-type: none"> <li>• Understand some of the ways Jews celebrate Rosh Hashanah (Jewish New Year).</li> </ul>	<ul style="list-style-type: none"> <li>• Give a clear, simple account of what Genesis 1 tells Jews about the natural world and say why they might look after the natural world.</li> <li>• Give examples of how Jews can show care for the natural world.</li> <li>• Recognise the words of the Shema as a Jewish prayer.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe Jewish beliefs and actions and connect Jewish texts to wanting to repair the world.</li> <li>• Identify the meaning of 'tikkun olam'.</li> <li>• Explore festivals such as Rosh Hashanah, Yom Kippur and Pesach/Passover, how they are celebrated, what</li> </ul>	<ul style="list-style-type: none"> <li>• Explain why Jews show gratitude and give evidence as to why gratitude is good and valuable for people.</li> <li>• Consider the diversity of the Jewish community both locally and more widely.</li> </ul>

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		<ul style="list-style-type: none"> <li>• Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah).</li> <li>• Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like.</li> <li>• Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah).</li> <li>• Make links between Jewish ideas of God found in the stories and how people live.</li> <li>• Give an example of how some Jewish people might remember God in different ways.</li> <li>• Know what happens at a traditional Jewish welcome ceremony, and suggest what the actions and symbols mean.</li> </ul>	<p>occurs as part of them and their significance for Jews.</p> <ul style="list-style-type: none"> <li>• Understand the background to the Ten Commandments and why they are still important for Jews today.</li> <li>• Explore the prayers and blessings that Jewish people say throughout the day and consider the benefits of expressing gratitude regularly.</li> </ul>	<ul style="list-style-type: none"> <li>• Recap prior learning about Jewish beliefs about God in 'the Shema'.</li> <li>• Find out more about the titles used to refer to God in Judaism and how these reveal Jewish ideas about the nature of God.</li> <li>• Understand how a Sefer Torah (handwritten scroll) is produced, covered and treated, the reasons for this and how it is used in the synagogue.</li> <li>• Explore and be able to talk about the Jewish holy book – the Written Torah or TeNaKh and what this name refers to.</li> <li>• Understand that the Torah is at the heart of Jewish belief and practice and is regularly studied by many Jews.</li> <li>• Understand that much of the Torah is devoted to the story of Exodus and Passover, and the laws that were then given – and are still followed by the Jewish community today.</li> <li>• Know that the Torah contains 613 commandments (mitzvot), including the Ten Commandments and that one group of these deals with which foods may or may not be eaten and the implications of this for Jews.</li> </ul>
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				<ul style="list-style-type: none"> <li>• Understand the fact that there is diversity within Judaism. Consider the similarities and differences between for example Orthodox and Progressive Judaism in relation to kosher, and Shabbat observance.</li> <li>• Compare and contrast Orthodox and Progressive synagogues and the objects found in them and consider the place of the synagogue in the life of the Jewish community.</li> <li>• Reflect on the value of ritual and tradition in Jewish communities.</li> </ul>
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**Progression of Religious Knowledge: Hinduism**

Nursery	Reception	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
	<ul style="list-style-type: none"> <li>• Understand how Hindus might use a Puja Tray during special times.</li> </ul>		<ul style="list-style-type: none"> <li>• Identify Hindu deities and explain how they help Hindus describe God.</li> <li>• Make clear links between stories involving Svetaketu, Ganesh and Diwali and how they inform Hindus' beliefs about God.</li> <li>• Understand how aspects of Brahman can be represented by deities and explain why there are images of many deities.</li> <li>• Make simple links between beliefs about God and how Hindus live i.e. choosing a deity, home shrines and Diwali.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and explain Hindu beliefs such as dharma, karma, samsara and moksha.</li> <li>• Give meanings for the story of the man in the well relating to samsara and moksha.</li> <li>• Link dharma, karma, moksha and samsara to Hindu beliefs and the four Hindu aims of life.</li> <li>• Give evidence about how Hindus put their beliefs into practice in different ways.</li> <li>• Reflect and articulate what impact belief in karma and</li> </ul>

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			<ul style="list-style-type: none"> <li>• Identify different ways in which Hindus celebrate.</li> <li>• Raise questions surrounding the cycle of create/preserve/destroy.</li> <li>• Make links between the Hindu belief of everyone having a 'spark' of God in them and everyone in our world.</li> <li>• Talk about the cycle of life/death/rebirth and connect this with Hinduism ideologies about gods.</li> <li>• Link images of Brahma, Vishnu and Shiva with ideas of creation, perseverance and destruction.</li> <li>• Show understanding of home shrines and home worship and explain the objects on a Puja Tray.</li> <li>• Explain why murtis are used as a part of Hindu worship.</li> <li>• Identify the different ways in which Hindus show their faith with their families, in their different communities in Britain and world wide, particularly in reference to parts of India.</li> <li>• Know what objects and rituals in Hindu worship might mean.</li> <li>• Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean.</li> </ul>	<p>dharma have on individuals and the world.</p> <ul style="list-style-type: none"> <li>• Consider how believing in karma and reincarnation can have an impact in the lives of Hindus and how how belief in karma and reincarnation might help Hindus in good times and bad.</li> </ul>
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**Progression of Religious Knowledge: Special Places/Special Times**

<b>Nursery</b>	<b>Reception</b>	<b>Year 1/Year 2</b>	<b>Year 3/Year 4</b>	<b>Year 5/Year 6</b>
<ul style="list-style-type: none"> <li>• Know that people celebrate and value cultural, religious and community events and experiences.</li> <li>• Know they have a birthday and celebrate it.</li> <li>• Have an awareness of some of the elements involved in Lunar New Year celebrations.</li> </ul>	<ul style="list-style-type: none"> <li>• Have an awareness of the significance of some of the elements involved in Lunar New Year celebrations.</li> <li>• Understand that some places are special to members of their community.</li> <li>• Know that people consider places to be special for different reasons.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• Know that special times create memories.</li> <li>• Know that celebrating special times is important.</li> </ul>	<ul style="list-style-type: none"> <li>• Decide what they personally have to be thankful for at Christmas time.</li> <li>• Recognise that there are special places where people go to worship, and talk about what people do there.</li> <li>• Talk about why some people like to belong to a sacred building or a community.</li> <li>• Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and consider the value of family rituals and festivals in pupils' own lives and make connections with the way Jewish and/or other religion's family life and festivals encourage a reflective approach to life and living.</li> <li>• Consider the value and meaning of ceremonies that mark milestones in life, explore symbols and rituals used and promises made.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop children's perceptions of Christmas beyond their experiences in Britain.</li> <li>• Increase their understanding of Christianity as a world faith.</li> <li>• Understand Christmas is celebrated differently worldwide.</li> <li>• Know some celebrations are connected to beliefs but that others are secular.</li> <li>•</li> </ul>

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**Progression of Religious Knowledge: Non-religious/other religious or world views**

Nursery	Reception	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
<ul style="list-style-type: none"> <li>• Know they are unique, special and loved.</li> <li>• Say thank you appropriately.</li> <li>• Know that people do important jobs that make them special.</li> <li>• Know they have friends.</li> </ul>	<ul style="list-style-type: none"> <li>• Know that prayer is expressed in a variety of ways.</li> <li>• Know that people pray for a variety of reasons.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider how we can care for other people in our world.</li> <li>• Look at how we can care for our world in different ways.</li> <li>• Understand why caring for others and our world is important.</li> <li>• Understand the approaches of world religions when caring for our world.</li> <li>• Consider how other world religions live their lives abiding to their beliefs.</li> <li>• Discuss the thoughts and feelings associated with giving and receiving gifts.</li> <li>• Recognise that loving others is important in lots of communities.</li> <li>• Identify at least two ways people show they love each other and belong to each other when they get married.</li> <li>• Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences.</li> <li>• Talk about what they think is good about being in a community, for people in faith communities and for</li> </ul>	<ul style="list-style-type: none"> <li>• Identify what different religions and world views say about what is wrong with the world.</li> <li>• Express own ideas about wrongdoings in our world making links between studied religious ideas.</li> <li>• Connect ideas about the 'Golden Rule' from different religious beliefs and identify how the 'Golden Rule' can make a difference in different communities.</li> <li>• Explain why someone may want to 'repair the world'.</li> <li>• Express ideas about 'wise proverbs' and describe an inspiring life story.</li> <li>• Consider how pupils can live more harmoniously within their class, school, community and the wider world.</li> <li>• Make links with and be able to give good reasons for their ideas about the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including in pupils' own lives.</li> <li>• Consider if it is good for everyone to remember the</li> </ul>	<ul style="list-style-type: none"> <li>• Make connections between Christian teachings (peace, forgiveness, healing) and the issues in the world today including their own lives.</li> <li>• Articulate their own responses to the issues studied recognising different points of view.</li> <li>• Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.</li> <li>• 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.</li> <li>• Compare humanist ideologies and beliefs to Christian ones in terms of following God. Consider why different communities have different ideologies and beliefs when it comes to God.</li> <li>• Respond to the idea that humans have great responsibility for the Earth and weigh up how we are responding to this responsibility, taking religious and non religious viewpoints into account.</li> <li>• Understand that there is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific</li> </ul>

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		<p>themselves, giving good reasons for their ideas.</p>	<p>past and look forward to the future.</p> <ul style="list-style-type: none"> <li>• Make links between the stories from religious texts studied and the importance of love, and life in the world today.</li> <li>• Explore and use the religious metaphor of life as a journey, identify significant milestones on this journey and consider other metaphors that can be used for life.</li> <li>• Explore what meaning these ceremonies have to the individual, their family and their communities and reflect on the ongoing impact of these commitments.</li> </ul>	<p>accounts and that these debates and controversies relate to the purpose and interpretation of the texts. For example, consider if reading Genesis as a poetic account conflicts with scientific accounts.</p> <ul style="list-style-type: none"> <li>• Know that there are many scientists throughout history and now who are Christians.</li> <li>• Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God')</li> <li>• Make clear connections between Christian and Humanist ideas about being good and how people live.</li> <li>• Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view. Raise important questions and suggest answers about how and why people should be good.</li> <li>• Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.</li> </ul>
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**Progression of Religious Skills**

Nursery	Reception	Year 1/Year 2	Year 3/Year 4	Year 5/Year 6
<p><b><u>2 – 3 year olds</u></b></p> <ul style="list-style-type: none"> <li>• Talk about who loves them.</li> <li>• Talk about food they like.</li> <li>• Talk about baby Jesus at Christmas.</li> <li>• Talk about celebrating birthdays.</li> </ul> <p><b><u>3 -4 year olds</u></b></p> <ul style="list-style-type: none"> <li>• Talk about who loves them.</li> <li>• Talk about themselves, their likes and dislikes.</li> <li>• Talk about the different foods they enjoy and don't enjoy.</li> <li>• Talk about why Jesus is special and why other people are special.</li> <li>• Identify the characters in Bible stories and be able to talk about what happens. Talk about the nativity story and what happens.</li> <li>• Ask questions about Bible stories they have read/heard.</li> <li>• Talk about their own experiences of friendship.</li> <li>• Talk about places that are special to them.</li> <li>• Talk about special times and times of celebrations.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about who loves them.</li> <li>• Talk about themselves, their likes and dislikes.</li> <li>• Talk about feelings they have experienced.</li> <li>• Talk about festivals/celebrations within and outside of the Christian calendar (i.e. Harvest, Lunar New Year) and what happens as part of celebrations.</li> <li>• Talk about people who are special and give reasons why they are special.</li> <li>• Connect people's actions and Christian values.</li> <li>• Talk about why the vicar is special.</li> <li>• Use religious words to talk about Christmas and Easter and talk about why they are both important.</li> <li>• Be able to simply retell the Christmas and Easter stories.</li> <li>• Talk about their own experiences of Christmas and Easter.</li> <li>• Talk about feelings related to birthdays.</li> <li>• Talk about which Old Testament stories they like and why.</li> <li>• Identify symbols associated with Christmas and Easter.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk, using religious language, about festivals/celebrations both within and outside of the Christian calendar i.e. Harvest, Lunar New Year.</li> <li>• Be able to describe what happens at such festivals/celebrations and suggest meanings for what happens.</li> <li>• Ask questions about their own and others' experiences.</li> <li>• Talk about what they find amazing, interesting or puzzling in creation.</li> <li>• Understand that they are creative beings and enjoy their creative skills.</li> <li>• Retell Christmas and Easter stories simply and make links to how Christians might mark these festivals.</li> <li>• Talk about their own feelings and experiences of good news.</li> <li>• Ask and respond sensitively to questions about their own and others feelings and experiences.</li> <li>• Make the connection between the Bible stories and Christian beliefs about Jesus.</li> <li>• Reflect on the awe and wonder of new life and changes in nature.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about in detail the Bible stories studied.</li> <li>• Ask important questions about religion and beliefs</li> <li>• Interpret Bible stories and identify their links to Christian beliefs and how these are put into action by Christians.</li> <li>• Use developing religious vocabulary to show that they understand the Christian beliefs.</li> <li>• Describe the impact of responding to God's call on a person's life.</li> <li>• Describe the traditional content of Christian Harvest Festival services and link this to Christian ideas about Creation.</li> <li>• Make links between their own experiences and the experiences of others.</li> <li>• Retell stories about the presence of Jesus changing people's lives.</li> <li>• Describe the ways in which the actions of Christians show Jesus' presence in the world.</li> <li>• Make links between the Bible texts and Christian beliefs and values.</li> <li>• Talk about people who have inspired them and why.</li> </ul>	<ul style="list-style-type: none"> <li>• Make links between Bible passages and Christian values, attitudes and beliefs</li> <li>• Use religious language to ask relevant questions.</li> <li>• Describe what inspires and influences them.</li> <li>• Describe the impact of the content of the Bible on believers' lives.</li> <li>• Use religious vocabulary to show understanding of religious texts.</li> <li>• Make comparisons between the Bible and other holy books.</li> <li>• Make the links between the story, belief and action.</li> <li>• Describe and give reasons for the similarities and differences between Christmas celebrations around the world.</li> <li>• Describe and show understanding of why Christmas is such an important time for Christians.</li> <li>• Talk about the distinctive Christian beliefs highlighted by Christmas celebrations.</li> <li>• Use good religious vocabulary to show understanding of why Christians celebrate the Eucharist.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Talk about their own experiences of love.</li> <li>• Talk about stories of Jesus with his friends.</li> <li>• Talk about why friendship is important.</li> <li>• Talk about places of worship as special/holy places.</li> <li>• Talk about taking off your shoes in a special/holy place.</li> <li>• Talk about the different ways people pray.</li> <li>• Talk about their own experience of prayer.</li> <li>• Talk about feelings associated with special times.</li> <li>• Ask questions about special/holy times.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about what belonging means to them.</li> <li>• Talk about the ways in which people welcome new babies.</li> <li>• Consider the stories of Jesus' ascension and the events of Pentecost and talk about their ideas of heaven.</li> <li>• Talk confidently about their own life and experiences.</li> <li>• Make links between the books of the bible and God's big story.</li> <li>• Name and talk about the holy books from faiths other than Christianity</li> <li>• Talk about the work of Christian charities and make the connection to Jesus's teaching and actions.</li> <li>• Explain what they think to be the most important thing about Easter.</li> </ul>	<ul style="list-style-type: none"> <li>• Use religious vocabulary to retell in detail the Christmas Story and link this to the idea of "incarnation" within the Bible's Big Story.</li> <li>• Discuss the thoughts and feelings associated with giving and receiving gifts, considering the Christian idea that Jesus was a gift from God at Christmas time.</li> <li>• Use religious vocabulary to retell in detail the stories of Palm Sunday, Holy Week and Easter.</li> <li>• Make links between Christian beliefs and the stories of Palm Sunday, Holy Week and Easter.</li> <li>• Ask good questions about the events of Palm Sunday, Holy Week and Easter and Christian belief associated with these events.</li> <li>• Use religious vocabulary to make links between people's values and behaviour.</li> <li>• Ask important questions about beliefs and values.</li> <li>• Use religious vocabulary to describe and show understanding of the Christian practices linked with the Easter Story.</li> <li>• Describe the impact of the events of Palm Sunday, Holy Week and Easter on the lives of people today.</li> </ul>	<ul style="list-style-type: none"> <li>• Make links between their own values and the values of others.</li> <li>• Ask and suggest answers to questions of identity, meaning, purpose, truth, values and commitments.</li> <li>• Identify the similarities and differences within and between the way Christian denominations celebrate the Eucharist.</li> <li>• Ask thoughtful questions about the words and actions of the Eucharist service.</li> <li>• Talk about the way in which the Eucharist service answers questions about Christian beliefs.</li> <li>• Suggest reasons for the similarities and differences between denominations.</li> <li>• Make links between the Passover, Last Supper and the Eucharist.</li> <li>• Use appropriate religious vocabulary to show they understand why Passover is a festival of memory and freedom.</li> <li>• Describe how a piece of artwork could help someone understand further the Bible story/nature of God/Christian concept etc.</li> <li>• Describe why various pieces of artwork inspire them.</li> </ul>
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			<ul style="list-style-type: none"> <li>• Talk, with understanding, about rules from faiths other than Christianity.</li> <li>• Understand the effects of rules and ask good questions about religious rules.</li> <li>• Express their own ideas about rules.</li> <li>• Talk about the similarities and differences in the ways people of faith pray.</li> <li>• Talk using religious vocabulary to show understanding of the purpose, place and content of prayer in the life of a believer.</li> <li>• Ask important and relevant questions.</li> <li>• Show that they understand how the imagery of the Psalms reveals Christian beliefs about the nature of God.</li> <li>• Identify and explain the significance of the incidents of betrayal and trust in the Easter story.</li> <li>• Ask good questions about people's values and commitments.</li> <li>• Use key religious vocabulary to describe and talk about the importance of forgiveness in Christianity.</li> <li>• Talk knowledgeably about other places of worship, the features of the building</li> </ul>	<ul style="list-style-type: none"> <li>• Talk with understanding about a piece of Christian art using appropriate religious vocabulary.</li> <li>• Explain how a piece of religious art can be used to provide answers to ultimate questions.</li> <li>• Express their opinion about a piece of artwork and listen to the views of others.</li> <li>• Generate important and relevant questions.</li> <li>• Suggest and research answers to big questions they have asked.</li> <li>• Express their own views and the views of others as to the reasons why the world needs changing.</li> <li>• Describe and illustrate with examples the ways in which the actions of Christian people are building God's kingdom here on earth.</li> <li>• Use an increasingly wide religious vocabulary to explain what motivates people of faith.</li> <li>• Explain aspects of the lives of people of faith that inspire them.</li> <li>• Ask important questions about Christian belief; reflect thoughtfully on the answers to these big questions.</li> </ul>
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			<p>and the worship that takes place there.</p> <ul style="list-style-type: none"> <li>• Make connections between the content of the proverbs and Christian values, attitudes and behaviour.</li> <li>• Interpret a proverb and express an opinion about the advice given.</li> <li>• Apply the wisdom of a proverb to a situation in their own lives.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the impact that following the teaching of Jesus has on people's lives.</li> <li>• Describe the features of living life as a Christian.</li> <li>• Use religious language to show they have an understanding of the Trinity.</li> <li>• Ask big questions and express their own views.</li> </ul>
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