



## Religious Education Curriculum Progression

**Purpose:** Religious education contributes dynamically to children and young people’s education in schools by provoking challenging questions about meaning and purpose in life, beliefs about God, ultimate reality, issues of right and wrong and what it means to be human. In RE they learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions. They learn to weigh up the value of wisdom from different sources, to develop and express their insights in response, and to agree or disagree respectfully. Teaching therefore should equip pupils with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. It should develop in pupils an aptitude for dialogue so that they can participate positively in our society with its diverse religions and worldviews. Pupils should gain and deploy the skills needed to understand, interpret and evaluate texts, sources of wisdom and authority and other evidence. They learn to articulate clearly and coherently their personal beliefs, ideas, values and experiences while respecting the right of others to differ.

<b>How learning starts in the early years</b>		<p>Children are taught through resources, books, group times, play and planned activities what other religions/cultural backgrounds celebrate and <b>believe</b> in.</p> <p>Throughout the year children are made aware of the wider community and taught about a number of religious festivals to support their understanding of <b>practices and lifestyles</b>. They are taught about the meaning behind Christian traditions they may have already heard of such as ‘Pancake day,’ Christmas and why and how they can be celebrated.</p> <p>Children learn about the wider community and are taught about a number of religious festivals and the different ways people live their lives</p> <p>Children are taught to be aware of their own actions and <b>reflect</b> upon how they can affect others and to look closely at what makes them unique.</p> <p>Children are taught and are actively involved in teachings of the school’s ‘Christian <b>Values</b>’ through play, books, resources, displays, group times and planned activities.</p>					
<b>Opportunities</b>		<b>KS1</b>		<b>KS2</b>			
	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Breadth of Study</b>  <small>Link to Understanding Christianity and</small>	<i>T1 What makes people special? (DiscoveryRE)</i>	<b>Christianity, Judaism and Humanism</b>		<b>Christianity, Judaism, Islam, Hinduism, Sikhism and Humanism</b>			
		<b>No revision materials Christianity</b> (God and Creation)	<b>Christianity</b> (Gospel) What do Christians believe about love?	<i>T1 – Hinduism</i> <b>New topic</b> <i>(Discovery RE)</i> <i>Diwali Would celebrating Diwali at home and in the</i>	<b>Judaism</b> (Torah) What do Jewish people believe about Torah? (God and the Covenant)	<b>Christianity</b> (God and Incarnation) What do Christians believe about God and Incarnation? <i>T1 – Christianity</i>	<b>Islam</b> (Islam and Iman) What do Muslims believe about Islam and Iman?

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<p>Discovery RE - St Johns</p> <p style="text-align: center;"><b>Revision materials</b></p>	<p><i>T2 How do people celebrate? Diwali (DiscoveryRE) Incarnation (UC) Why do Christians perform Nativity plays at Christmas?</i></p> <p><i>T3 What can we learn from stories? (Discovery RE)</i></p> <p><i>T4 Salvation (UC) Why do Christians put a cross in an Easter garden?</i></p> <p><i>T5 What makes places special? (Discovery RE)</i></p> <p><i>T6 Creation (UC) Why is the word God so important to Christians?</i></p>	<p>What do Christians believe about God? <b>T1 - Christianity</b> <i>Creation (U.C.) Who made the world? Same POP task</i></p> <p><b>Christianity</b> (Incarnation) What do Christians believe about Jesus? <b>T2 - Christianity</b> <i>Incarnation (U.C.) Why does Christmas matter to Christians? U.C. assessment</i></p> <p><b>Judaism</b> (God and the Covenant) What do Jewish people believe about God and the covenant? <b>T3 - Judaism</b> <i>The Covenant (Y2 summer 1) Discovery RE) Same POP task</i></p>	<p><i>T1 – Christianity</i> <b>Big Ideas-Yr1-Christianity-God and Creation</b> <b>Yr1 Recall Quiz Q.1-8</b> <i>God (U.C.)What do Christians believe God is like? U.C. assessment</i></p> <p><b>T2 – Christianity</b> <b>Gospel (U.C.)</b> <i>What is the Good news that Jesus brings? Same Pop task – include lesson on Agape love found on google drive, 4 pillars</i></p> <p><b>Judaism</b> (Torah) What do Jewish people believe about Torah? <b>T3 – Judaism</b> <b>Big Ideas-Yr1-Judaism-God and the Covenant</b></p>	<p><i>community bring a feeling of belonging to a Hindu child? Make salt dough lamps</i> <i>Discovery RE assessment</i></p> <p><b>Christianity</b> (God and Incarnation) What do Christians believe about God and Incarnation? <b>T2 – Christianity</b> <b>Big Ideas-Yr2-Christianity-Salvation Yr 2 Recall Quiz Q.1-12</b> Incarnation (U.C. 2a.3) What is the Trinity? U.C. assessment</p> <p><b>T3 – Christianity</b> <i>People of God (U.C. 2a.2) What is it like to follow God? U.C. assessment</i></p> <p><b>Hinduism</b> (Dharma / Deity / Atman) What do Hindus believe about Dharma? What do Hindus believe</p>	<p>What do Jewish people believe about God and the Covenant? <b>T1 – Judaism</b> <b>Big Ideas-Yr 3-Judaism-God and the Covenant Yr3 Recall Quiz Q.2, 7-14</b> <i>(Discovery RE) Beliefs and Practice</i> <i>How special is the relationship Jews have with God? POP task</i></p> <p><b>T2 – Christianity</b> <b>Big Ideas-Yr3-Christianity-Incarnation Yr3 Recall quiz Q. 1-18</b> <i>Incarnation/God (U.C. 2A.3) What is the Trinity? U.C. assessment</i></p> <p><b>T3 – Judaism</b> <i>(Discovery RE) Passover How important is it for Jewish people to do what God asks them to do? Discover RE assessment</i></p> <p><b>Christianity</b> (Salvation)</p>	<p><b>Big Ideas-Yr 3-Christianity-Incarnation Yr3 Recall Quiz Q.1-6</b> <b>1-8 Yr4 Recall Quiz Q.1-6</b> <i>Incarnation (U.C. 2B.4) Was Jesus the Messiah? POP task</i></p> <p><b>T2 – Sikhism</b> <b>New topic</b> <i>(Discovery RE) Beliefs and moral values</i> <i>Are Sikh stories important today? Discovery RE assessment</i></p> <p><b>T3 – Sikhism</b> <i>(Discovery RE) Beliefs into action</i> <i>How far would a Sikh go for his/her religion? Discovery RE assessment</i></p> <p><b>T4 - Christianity</b> <b>Big Ideas-Yr4-Christianity-Salvation Yr4 Recall Quiz Q.1-6</b> <i>Salvation(U.C.) What</i></p>	<p>What do Muslims believe about submission to Allah? <b>T1 – Islam</b> <b>New topic</b> <i>(Beliefs and practices) Discovery RE What is the best way for a Muslim to show commitment to God? Discovery RE assessment</i></p> <p><b>T2 - Islam</b> <i>(Beliefs and moral values part 1) Discovery RE Does belief in Akhirah (life after death) help Muslims lead good lives? Discovery RE assessment</i></p> <p><b>T3 - Christianity (U.C. 2B.2)</b> <i>Creation and Fall Creation and science: conflicting or complementary? U.C. assessment</i></p> <p><b>Christianity</b> (Salvation)</p>
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			<p><b>T6 – Humanism</b>  <b>New topic</b>  <i>(Google drive – 4 pillars – MSNP curriculum – RE – knowledge organisers – Yr 2 x2 lessons)</i>  <i>Same POP task</i></p>				<p><b>T6 – Humanism</b>  <b>Big Ideas-Yr4-Humanism</b>  <b>Yr4 Recall Quiz Q 11-15</b>  <i>(Google drive – 4 pillars – MSNP curriculum – RE – knowledge organisers – Yr 6 x2 lessons)</i></p>
<b>Knowledge and Understanding</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	
	<p><b>God and Creation</b></p> <ul style="list-style-type: none"> <li>Christians find out about what God is like and how he wants people to live from the Bible.</li> <li>There is a story in the Bible which Christians believe expresses their key beliefs about creation. <ul style="list-style-type: none"> <li>God created the universe.</li> <li>The story is called the six days of creation and describes what God did as the world was created.</li> <li>The last thing that God created was humans.</li> </ul> </li> </ul>	<p><b>Gospel</b></p> <ul style="list-style-type: none"> <li>Jesus taught that people should be loving, kind and forgiving to everyone because this is what God is like.</li> <li>Recall the story of the Unmerciful Servant Matthew 18:23-34, linking it to forgiveness in the Lord's Prayer Matthew 6:5-15 including (a) Peter's question, "How many times should I forgive?" (b) the events of the parable, (c) understand that, just as Christians believe that God forgives them, Jesus wants them to forgive everyone (d) that Christians are reminded about these things every</li> </ul>	<p><b>God</b></p> <ul style="list-style-type: none"> <li>Christians believe the Bible talks about what God is like and his relationship with people who believe in Him.</li> <li>Christians will describe one God as Father (parent), Son and Holy Spirit. The Trinity.</li> <li>Recall what happens in both Infant Baptism and Believers' Baptism. Water is used. The person baptising usually says "I baptise you in the name of the Father, and the son, and the Holy spirit." The person is welcomed into the Christian Church.</li> </ul>	<p><b>Torah</b></p> <ul style="list-style-type: none"> <li>On the Shabbat Jews attend the synagogue, where they worship God. Doing this develops a sense of community.</li> <li>The reading of the Torah is central to the service: during the service there will be readings from the Torah.</li> <li>In the synagogue the Torah (Sefer Torah) is written on parchment, which are written by hand with a special ink. The importance of the scrolls is shown by the way they are: <ul style="list-style-type: none"> <li>Never touched by human hands- a special pointer is used</li> <li>Each scroll has a mantle (cover)</li> <li>Once they have been used, they are returned to the Ark</li> </ul> </li> </ul>	<p><b>God</b></p> <ul style="list-style-type: none"> <li>Christians believe that "God is love" (1 John 4.8) – compassionate, all knowing (omniscient), everywhere at once (omnipresent), all powerful (almighty), pure, set apart (holy).</li> <li>Christians believe that it matters what people do. When people treat others badly (sin) it makes God upset and angry.</li> <li>Christians believe the Bible talks about what God is like and his relationship with people who believe in him.</li> <li>Raise and suggest answers to relevant questions in response to their enquiry into what Christians believe about God.</li> </ul>	<p><b>Salvation</b></p> <ul style="list-style-type: none"> <li>Identify the use of the word 'atonement' in Christianity as referring to the forgiving or pardoning of sin through the death and resurrection of Jesus.</li> <li>Know that 'atonement' originally meant "at-one-ment", which means being "at one" or harmony, with someone.</li> <li>Know that Christians emphasize that Jesus is the Saviour of the world and through his death the sins of humanity have been forgiven.</li> <li>Christians use a range of theories and metaphors to explain how this reconciliation works. A</li> </ul>	

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	<ul style="list-style-type: none"> <li>Christians believe that God expects humans to care for His world because it belongs to God.</li> <li>Raise and suggest answers to relevant questions in response to their enquiry into what Christians believe about God.</li> </ul> <p><b>Incarnation</b></p> <ul style="list-style-type: none"> <li>Christians find out about what Jesus is like and how he wants people to live from the Bible.</li> <li>Understand that Advent is the time before Christmas when Christians get ready for Jesus coming.</li> <li>Recall Bible stories associated with the birth of Jesus. Including (a) the meaning of his names Immanuel (God is with us) and Jesus (he saves), (b), the angel Gabriel’s message to Mary – that her baby is God’s son, (c) his humble birth, (d) visited by shepherds -ordinary people – and the Magi.</li> <li>Identify these stories with the religion of Christianity, whose members are collectively called Christians and know</li> </ul>	<p>time they pray the Lord’s prayer.</p> <ul style="list-style-type: none"> <li>Reflect on the implications of this story for Christians and for themselves today.</li> <li>Raise and suggest answers to relevant questions in response to their enquiry into this story, e.g. ‘Why did Jesus tell this story and other parables?’</li> </ul> <p><b>Salvation</b></p> <ul style="list-style-type: none"> <li>Know that the Christian Holy book is called the Bible, and that it is divided into two parts – Old Testament (which Christians share with Judaism – Jesus was a Jew) and New Testament.</li> <li>Recall stories from the Bible associated with the last eight days of Jesus’ life, including (a) his entry into Jerusalem, (b) the Last Supper, (c) his arrest, (d) crucifixion and (e) resurrection.</li> <li>Recognise the order of the key events in the Biblical narrative.</li> <li>Identify these stories with the religion of Christianity, who are collectively called Christians and know that they are from the Bible.</li> <li>Understand that Christians believe that because Jesus died, they can be forgiven by God.</li> <li>Understand that Christians believe that Jesus rose from the dead, giving hope of a new life.</li> </ul>	<ul style="list-style-type: none"> <li>Raise and suggest answers to relevant questions in response to their enquiry into what Christians believe about God.</li> </ul> <p><b>Incarnation</b></p> <ul style="list-style-type: none"> <li>Recall stories from the Bible of Jesus miracles – what do they say about Jesus? e.g. that Jesus calmed a storm – he had power over the forces of nature Mark 4.35-41, healing Jairus’ daughter – that he had power over death (Luke 8. 40-56).</li> <li>Understand what Christians believe this and other stories from the Bible say about who Jesus is – that only God can do things like this. Christians believe that Jesus is the Son of God.</li> <li>Raise and suggest answers to relevant questions in response to their enquiry into the accounts of these miracles and what Christians say about who Jesus is.</li> </ul> <p><b>Dharma</b></p> <ul style="list-style-type: none"> <li>Recall stories of the exile, return and reign of Rama from the Hindu book: The Ramayana and understand how they teach a) respect for Parents, b) keeping promises, c) doing the</li> </ul>	<p>– There is an ever-burning lamp outside the Ark to show God is always present</p> <ul style="list-style-type: none"> <li>Know that some Jews wear Tephilin (or Tefillin), which are two straps with boxes on and contain small pieces of parchment from Torah, on the forehead to remind Jews they must love God with their mind and on their arm facing the heart to remind Jews they must love God with all their heart.</li> <li>Know the Torah is written in Hebrew.</li> <li>Raise and suggest answers to relevant questions in response to the importance and respect Jews give to the Torah.</li> <li>Attempt to support their answers using reasons and/or information.</li> </ul> <p><b>God and The Covenant</b></p> <ul style="list-style-type: none"> <li>God first made his covenant agreement with Abraham. God promises he would be the father of a great nation, the Jewish people, who will live in the land of Canaan.</li> <li>Recall the story of the giving of the 10 commandments to Moses: The people of Israel are enslaved in Egypt; God sends 10 plagues; the Pharaoh releases the Jews; this hasty departure is known as the exodus; the Jews spent 40 years as nomads; Moses went up Mt Sinai to receive from God the 10 commandments and other commandments which were the rules Jews had to live by.</li> <li>Understand that the Jews made an agreement or covenant with</li> </ul>	<ul style="list-style-type: none"> <li>Recognize that Christians use evidence to support their belief in God.</li> <li>Understand God loves His creation, and everything is created in harmony.</li> <li>Humans have a duty to care for God’s creation. They are the stewards of creation.</li> <li>Raise and suggest answers to relevant questions in response to their enquiry into the evidence Christians use to support their belief in God and the concept of stewardship.</li> </ul> <p><b>Incarnation</b></p> <ul style="list-style-type: none"> <li>Know that the nativity is found in two gospels: Matthew (ch 1-2) and Luke (ch 1-2)</li> <li>Understand that the two accounts are told from different viewpoints (Mary and Joseph’s)</li> <li>Reflect on why there may be different accounts.</li> <li>The Bible account of the virgin birth supports the Christian belief that Jesus is both human and divine.</li> <li>Some Christians understand this symbolically and others literally.</li> <li>The nativity of Jesus concerns the incarnation of Jesus: literally “become flesh”. Incarnation is the belief that Jesus Christ is fully human and fully God.</li> <li>Identify how the belief that Jesus is “God is with us” helps a Christian in daily life.</li> <li>Christians pray because they</li> </ul>	<p>common approach in Western Christianity is that: – Humans have not lived in the way God intended – they have sinned</p> <p>When broken God’s Law, humans should have been punished. (Romans 6:23)</p> <p>Jesus is without sin and sacrifices himself in the place of humanity</p> <p>Because Jesus is without sin, he ‘pays the price’ which should have been paid by humanity’. (Galatians 3.13)</p> <ul style="list-style-type: none"> <li>Reflect on and appraise the view that Easter celebrates Jesus dying to take the punishment (atonement)/ pay the debt of sin (redemption) so that people can be forgiven by God and live in relationship with Him.</li> <li>Know that Christians believe that Jesus rose again and that faith in him will give eternal life to the believer.</li> </ul> <p><b>Gospel</b></p> <ul style="list-style-type: none"> <li>Recall what Jesus said about selfless, unconditional love in the Beatitudes (part of the Sermon on the Mount, Matthew 5.1-12 &amp; 43-46).</li> <li>Give examples of what Christians are doing today to live out these beliefs.</li> <li>Jesus told his followers, “As I have loved you, so you must love one another.” John 13.35.</li> </ul>
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	<p>that these stories are from the Bible.</p> <ul style="list-style-type: none"> <li>Recognise the order of the key events in the Biblical narrative.</li> <li>Raise and suggest answers to relevant questions in response to their enquiry into the Christmas story.</li> </ul> <p><b>God and The Covenant</b></p> <ul style="list-style-type: none"> <li>Know that Jews believe in one God who created the universe.</li> <li>Know basic elements of the story found in Genesis: made the world from nothing</li> </ul> <p>Makes everything in the world, including plants and animals</p> <p>is the last to be made</p> <p>is made last and is given responsibility to care for the world God has created <li>Know that the Jewish name for God is Adonai which mean 'Lord'. Jews use the name with great respect, never carelessly. Sometimes Jews write the words as God because of its sacredness.</li> <li>Be able to recognise the Star of David as a symbol of Judaism, which represents the 6 days of creation found in Genesis.</li> </p>	<ul style="list-style-type: none"> <li>Raise and suggest answers to relevant questions in response to their enquiry into the Easter story.</li> </ul> <p><b>The Torah</b></p> <ul style="list-style-type: none"> <li>Know that the Torah means 'teaching' is the most important part of Jewish scriptures.</li> <li>Know that it contains the first 5 books of the Hebrew Bible.</li> <li>It teaches Jews what God is like and how they should live their lives.</li> <li>One day a week Jews observe the Sabbath: they rest, have a meal on Friday evening with their family. Jews believe that bringing the family together once a week when no one works is important.</li> <li>Understand how special the Torah is for Jews: the Torah is read every week in the synagogue, the end of one cycle is celebrated in Simchat Torah.</li> <li>Raise and suggest answers to relevant questions in response to the Jewish teachings on the Torah.</li> <li>Attempt to support their answers using reasons and/or information</li> </ul> <p><b>Humanism</b></p> <ul style="list-style-type: none"> <li>Be familiar with the terms 'Humanist' and 'atheist'.</li> <li>Know that of utmost importance for a</li> </ul>	<p>right thing even when it's hard, and from his reign d) using power with care and responsibility towards those with less power, know that Hindus think these are important guidelines for right-living.</p> <ul style="list-style-type: none"> <li>Understand when Hindus light lamps to celebrate Divali they remember that God guides us in life the way lamps light up darkness, to help us see our way.</li> <li>Know Dharma means 'right-living' and that the Hindu faith is called the 'Hindu Dharma'</li> </ul> <p><b>Deity</b></p> <ul style="list-style-type: none"> <li>Know that Hindu holy books describe Rama AND Krishna as special people called Avatars. These are believed by Hindus to be God, in human form and that God can choose to be born as an Avatar, in any time and place, when the world needs God's help or example.</li> <li>Know that Hindus believe that they can also worship God in other divine forms (or deities) alongside the Avatars, such as a loving mother (Devi), Lakshmi, popularly worshipped at Divali.</li> </ul> <p><b>Atman</b></p>	<p>God: If Jews agree to obey His commandments; the Jews would be His Chosen people.</p> <ul style="list-style-type: none"> <li>Know that Jews celebrate the exodus at the week-long Passover festival; at the Seder meal Jews re-tell the story of the Exodus using symbolic food. The festival recalls this as a key event in their history because it shows: (a) God was at work in the events of history (b) they have been chosen to have a special relationship with God.</li> <li>Understand that Jews believe there is one God who should be placed above all else.</li> <li>The Shema, which expresses these key beliefs, is placed on the doorpost of Jewish houses in a Mezezah.</li> <li>Raise and suggest answers to relevant questions in response to the story of Moses and the giving of the 10 commandments.</li> <li>Attempt to support their answers using reasons and/or information.</li> </ul> <p><b>Salvation</b></p> <ul style="list-style-type: none"> <li>Recognise that Christians refer to Jesus as 'the Saviour' or as 'my Saviour'.</li> <li>Explain the Christian Salvation story and that it makes four main claims: <ul style="list-style-type: none"> <li>God created a perfect world</li> <li>Humanity went wrong</li> <li>To save humanity, God had a salvation plan</li> <li>God enters into the world as Jesus Christ who saves humanity</li> </ul> <ul style="list-style-type: none"> <li>Recall the key features of the story of Zacchaeus:</li> </ul> </li> </ul>	<p>believe that Jesus is with them to listen and to help.</p> <p><b>Sikhism</b> See discovery RE</p>	<ul style="list-style-type: none"> <li>Give examples of the ways that the Christian Church shows the love of God both to its members and across society, in the UK and wider world today. E.g. visiting the sick, chaplains, hospices, food banks, rehabilitation of prisoners and addicts, helping the homeless, street pastors, promoting fair trade, aid work, education and working with youth.</li> <li>Raise and suggest answers to relevant questions in response to their enquiry into how Christians put the commandment to love into practice. How do these things set an example and cut across expectations?</li> </ul> <p><b>Humanism</b></p> <ul style="list-style-type: none"> <li>Be familiar with the term 'agnostic' and its two related meanings – 1) a person who holds that nothing is known or can be known about anything beyond the material world and 2) a person who does not know whether a god, gods or anything beyond the material world exists. They should know that some Humanists are agnostic.</li> <li>Be able to say why Humanism is a life stance but not a religion.</li> <li>Know how secular Humanists regard life and death. They should know that the focus of their</li> </ul>
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	<ul style="list-style-type: none"> <li>● Know that Jews live all over the world, but Israel is considered very special as it was promised to Abraham and his descendants by God.</li> <li>● Raise and suggest answers to relevant questions in response to the story of creation.</li> <li>● Attempt to support their answers using reasons and/or information.</li> </ul>	<p>Humanist is what human beings have achieved and can achieve as individuals and together to improve life for everyone and look after the world.</p> <ul style="list-style-type: none"> <li>● Know that many Humanists are ‘atheists’; they do not believe in a deity or deities.</li> <li>● Recognise the ‘happy human’ logo</li> <li>● Know how a Humanist family might celebrate the birth of a child and/or the naming of a baby.</li> </ul>	<ul style="list-style-type: none"> <li>● Recognise a form of Hindu worship (called puja) using a special tray called ‘a puja thali’ with a small sacred flame, a bell, flower petals, incense and water to help them not be distracted by anything else they may see, hear, smell or touch around them, to make it a special time.</li> <li>● Know and be able to use the following terms accurately and confidently: Mandir, shrine, puja, murti, prasad and arti.</li> <li>● Know that Hindus have a special place at home for performing puja once a day.</li> <li>● Understand that Puja helps Hindus be quiet enough to ‘hear’ God guiding them from within and to know Hindus can perform Puja at home or in a place of worship called a Mandir.</li> <li>● Raise and suggest answers to relevant questions in response to the Hindu belief in Dharma, deity and Atman.</li> <li>● Attempt to support their answers using reasons and/or information.</li> </ul>	<p>– Understand the context of the story; Zacchaeus is an outcast because he is seen as a greedy, corrupt traitor. Now he is sorry. He wants to make up for his bad deeds and live a better life.</p> <p>– Understand the message of this and other stories from the Bible – that Christians believe Jesus came to forgive and rescue everyone. No one is too bad – or too good.</p> <ul style="list-style-type: none"> <li>● Recall the story of Jesus’ death on the cross. Understand that Christians believe that because Jesus died, they can be forgiven by God.</li> </ul> <p><b>Gospel</b></p> <ul style="list-style-type: none"> <li>● Christians try to be like Jesus and obey his teachings in the things that they think and do.</li> <li>● Recall the story of the Good Samaritan Luke 10.25-37. Man attacked on dangerous road; left without anything – even clothes; he is seen by a Priest and Levite (respected members of community); Samaritan stops and helps Jew; uses expensive oils; places man on donkey while he walks; taken to inn and pays for stay.</li> <li>● Know the context for the story: how the story came to be told – Jesus is asked how to inherit eternal life? Love God and your neighbour as yourself; Jesus is asked who is my neighbour?</li> <li>● Understand background to the story; Samaritans and Jews are enemies (at the end of the story the person asking the question cannot even say the word ‘Samaritan’, the people who walked by had good reason</li> </ul>		<p>attention is on what can be achieved during this life in this world and that they hold that death is the end of life.</p> <ul style="list-style-type: none"> <li>● Know how Humanists might celebrate marriage or conduct an event to mark the death of someone close to them. Be able to say how these differ from a religious ceremony and why.</li> <li>● Be able to name two prominent Humanist scientists of the modern period and say something about their lives and contribution to our understanding of the world, e.g. Marie Curie, Albert Einstein, Helen Caldicott.</li> <li>● Know that the Humanist perspective informs music, song, poetry, literature and the visual arts and be able to refer to at least one example, e.g. John Lennon’s Imagine.</li> <li>● Be aware of the work of the British Humanist Association (BHA) in promoting understanding of Humanism.</li> <li>● <b>Islam</b> ● Know that Islam means “Submission (to the will of Allah)” and the word Muslims means someone who has willingly submitted themselves to Allah.</li> </ul>
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## Religious Education Curriculum Progression

				<p>(muggers still around; might be a trap; he might be dead anyway (cleansing process); road called 'red road' for good reason.</p> <ul style="list-style-type: none"> <li>• How does this and other teachings of Jesus display disinterested love (agape) being shown to all: freely given; generous; selfless; self-sacrificing?</li> <li>• Support their attempt to answer the relevant questions they raise in response to their enquiry into the Good Samaritan parable using reasons and information to support their views.</li> </ul> <p><b>Humanism</b></p> <ul style="list-style-type: none"> <li>• Be familiar with the concepts 'material world' and 'secular'. Know that 'secular' means 'concerned with the material world' and 'not concerned with religion'.</li> <li>• Be able to tell another person what is meant by 'Humanist' and 'atheist'.</li> <li>• Have had the opportunity to talk with members of a Humanist family.</li> <li>• Know that Humanists look for truth as it is known and accessible through science, reason and the experience of human beings of the ever-changing material world.</li> <li>• Know that Humanists primarily make decisions about right and wrong based on what is perceived to bring justice, happiness and peace to individuals, communities and societies. They should know</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the two main beliefs of Islam as:             <ul style="list-style-type: none"> <li>– the belief in only one God, and</li> <li>– the belief that Muhammad is the Messenger of God</li> </ul> </li> <li>• Understand that praying 5 times a day, which is prescribed in the Qur'an, is one way Muslims submit to the will of Allah. They do this by:             <ul style="list-style-type: none"> <li>– Being constantly reminded of Allah throughout the day, reminds them for what is important in their life and helps them straying from the path</li> <li>– The sujud position (prostration) reflects Muslim submission as a physical act.</li> <li>– Salah can take place anywhere, as God created everything</li> </ul> </li> <li>• Raise and suggest answers to relevant questions in response to what they have learnt about the Islamic belief in submitting to the will of Allah and the practice of Salah.</li> <li>• Attempt to support their answers using reasons and/or information</li> </ul> <p><b>Iman</b></p> <ul style="list-style-type: none"> <li>• Know that Muslims believe that Muhammad had many revelations over 22 years.</li> <li>• Understand that Islam teaches that Muhammad told many others what the revelations were. They wrote down the Words that had been revealed to Muhammad. What they wrote formed a book – the holy Qur'an.</li> <li>• Know that Muslims believe that the angel Gabriel</li> </ul>
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## Religious Education Curriculum Progression

<p style="text-align: center;"><b>Conceptual Vocabulary</b></p>	<p><b>God and Creation</b> God, Holy, Bible, Christian, Jew, Jewish, Old Testament, New Testament, Tanakh, Creation, Adam, Eve, Garden of Eden, Harvest, Forgiven, Forgiveness, Psalm, King David, Leprosy, Pray, Prayer, Almighty, All Powerful, Elijah, Miracle</p> <p><b>Incarnation</b> Jesus, Son of God, King, Immanuel, Christian, Christmas, Gabriel, Mary, Joseph, Shepherds, Magi, Baptism, Father, Son, Holy Spirit, Trinity, Paralysed, Forgiveness, Incarnation</p> <p><b>God and the Covenant</b> Rosh Hashanah, Yom Kippur, Fasting, Synagogue, Torah, G-d, Forgiveness, Pardon, Atonement, Shofar, Sukkot, Lulav, Etrog,</p>	<p><b>Gospel</b> Agape, Unconditional, Sacrificial, Love, Kind, Disciples, Parable, Mercy, Unmerciful, Forgive, Unforgiving, Lord's Prayer, Miracle, Christ, Lord, Messiah, Son of God, Selfish, Unselfish, Charity</p> <p><b>Salvation</b> Bible, Christians, Faith, Important, Belief, Book, Pages, Verses, Chapter, Cross, New Life, Resurrection, Symbol, Good Friday, Easter, Palm Sunday, Crucifix, Crucifixion, Last Supper, Humble, Serve, Gethsemane, Peter, Betrayal, Mocked, Holy Week</p> <p><b>Torah</b> Law, Torah, Moses, Simchat Torah, Scroll, Tablets, Commandments, Mezuzah, Challah, Kippah, Tallit, Shabbat, Day of Rest, Yad, Synagogue, Chupah, Ketubah, Mazel Tov</p> <p><b>Humanism</b> Atheist, Agnostic, Humanist, Church,</p>	<p><b>God</b> Bible, God, God's Word, Old Testament, New Testament, Parable, Father, Son, Holy Spirit, Trinity, Baptism, Commitment, Church, Denomination, Baptist, Catholic, Anglican, Church of England, Methodist, Font, Altar, Communion Rail, Lectern, Pulpit, Christening, Dedication, Infant Baptism, Believer's Baptism</p> <p><b>Incarnation</b> Christ, Lord, Son of God, Messiah, Jesus, Baptism, Pray, Healing, Miracle, Paralysed, Transformed, Transfiguration, Moses, Elijah, Tanakh, Old and New Testament</p> <p><b>Dharma</b> Dharma, Right Living, Respecting Life, Honouring Natural World, Exile, Rama, Hindu, The Ramayana, Divali, Faith, Hindu Dharma, Hindi</p> <p><b>Deity</b> Deity, Brahman, Deva, Devi, Avatar, Krishna, Lakshmi</p> <p><b>Atman</b> Atman, The Divine Within, Puja, Puja Thali, Incense, Mandir, Shrine, Murti, Prasad, Arti</p>	<p><b>Torah</b> Synagogue, Jewish, Worship, Torah, Rabbi, Sefer Torah, Mantle, Ark, Hebrew, Scroll, Prayer Book, Scribe, Shabbat, Tanakh, Navi, Ketuvim, Talmud, Mishnah, Aramaic, Scriptures, Holy, Shema</p> <p><b>God and the Covenant</b> G-d, Abraham, Covenant, Chosen People, Jews, Jewish, Hebrew Bible, Plagues, Exodus, Passover, Pesah, Seder Meal, Anti-Semitism, Ten Commandments, Matzah, Tanakh, Temple, Wailing Wall, Solomon</p> <p><b>Salvation</b> Christianity, Christ, Cross, Relationship, God, Forgiven, Forgiveness, Good Friday, Sins, Herod, Pilate, Crucifixion, Salvation, Fall, Humanity, Creation, Lent, Temptation, Shrove Tuesday, Ash Wednesday, Devil, Holy Week, Easter, Maundy Thursday, Good Friday, Triumphal Entry, Palm Sunday, Zacchaeus, Prodigal Son, Patient, Unforgiving</p> <p><b>Gospel</b></p>	<p><b>God</b> God, Bible, Compassionate, Omniscient, Omnipresent, Almighty, Holy, All Powerful, Sin, Set Apart, Fair, Unfair, Judgement, Forgiveness, Creation, Steward, Stewardship, Living Lightly</p> <p><b>Incarnation</b> Gospel, Virgin, Incarnation, Became Flesh, Nicene Creed, Miracles, Immanuel</p> <p><b>Sikhism</b> Khalsa, Sikhs, Guru Nanak, Langar, Golden Temple of Amritsar, Gurdwara, Guru Granth Shaib</p>	<p><b>Salvation</b> Elicitation, Atonement, Forgiveness, Pardoning, Resurrection, Death, Christ, Lord, Master, Son of God, Son of Man, Emmanuel, Christian, Saviour, Sacrifice, Cross, Sin, Easter, Redemption, Last Supper, Good Friday, Celebration, Eucharist, Palm Sunday, Disciples, Condemned, Communion, Trinity, Liturgy, Creed, Prayer, Praise, Scripture, Bible, The Lord's Prayer, Baptism, Sacrament, Symbolism, Redeemed</p> <p><b>Gospel</b> Agape, Love, Selfless, Sacrificial, Unconditional, Storge, Philia, Eros, Beatitudes, Blessed, Saviour, Revenge, Reconciliation, Sin, Forgiveness, Moral Choices, Talents, Secular</p> <p><b>Humanism</b> Humanism, Humanist, Agnostic, Atheist, British Humanist Association (BHA), Registrar</p> <p><b>Islam</b> Islam, Submission, Muslims, Qur'an, Ka'bah, Qiblah, Makkah, Wudhu, Wuzu, Allah, Mosque,</p>
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## Religious Education Curriculum Progression

	<p>Moses, Manna, Bar Mitzvah, Bat Mitzvah, Commandment, Covenant, Kippah, Tallit, Yad, Scroll, Star of David, Judaism, King Solomon, Wisdom, Proverbs</p>	<p>Synagogue, Mosque, Wedding, Dedication, Baptism, Registry Office, Happy Human, Reciprocity</p>		<p>Samaria, Samaritan, Jewish, Israel, Jericho, Jerusalem, Priest, Levite, Agape, Gospel, Love, Good News, Neighbour, Unconditional, Selfless, Sacrificial, Selfishness, Widow, Temple, Mean, Generous, Compassion, Miracle</p> <p><b>Humanism</b> Truth, Right, Wrong, Humanist, Humanism, Agnostic, Atheist, Secular, Reason,</p>		<p>Rak'ahs, Sujud, Prostration, Salat, Prayer, Prayer Mat, Shahadah, Kalimah, Muhammad, Messenger of God, Arabesque</p> <p><b>Iman</b> Gabriel, Shariah, Prophet, Arabic</p>
<p style="text-align: center;"><b>Key Skills</b></p> <p style="text-align: center;"><b>Milestones</b></p>	<p><b>Understanding beliefs and teachings</b></p> <ul style="list-style-type: none"> <li>Describe some of the teachings of Christianity, Judaism and Humanism.</li> <li>Describe some of the main festivals or celebrations of Christianity and Judaism.</li> </ul> <p><b>Understanding practices and lifestyles</b></p> <ul style="list-style-type: none"> <li>Recognise, name and describe some Christian and Jewish artefacts, places and practices.</li> </ul> <p><b>Understand how beliefs are conveyed</b></p> <ul style="list-style-type: none"> <li>Name some Christian, Jewish and Humanist symbols.</li> <li>Explain the meaning of some Christian, Jewish and Humanist symbols.</li> </ul> <p><b>Understand values</b></p> <ul style="list-style-type: none"> <li>Identify how they have to make their own choices in life.</li> <li>Explain how actions affect others.</li> </ul>	<p><b>Understanding beliefs and teachings</b></p> <ul style="list-style-type: none"> <li>Present the key teachings and beliefs of Christianity, Judaism, Islam, Hinduism and Humanism.</li> <li>Refer to religious figures and holy writings to explain answers (i.e. Mohammad, Moses, The Quran, The Bible)</li> </ul> <p><b>Understanding practices and lifestyles</b></p> <ul style="list-style-type: none"> <li>Identify religious artefacts and explain how and why they are used.</li> <li>Describe religious buildings and explain how they are used.</li> <li>Explain some of the religious and non-religious practices of both clerics (i.e. minister, iman, rabbi) and individuals.</li> </ul> <p><b>Understand how beliefs are conveyed</b></p> <ul style="list-style-type: none"> <li>Identify religious symbolism in literature and the arts.</li> </ul> <p><b>Understand values</b></p>	<p><b>Understanding beliefs and teachings</b></p> <ul style="list-style-type: none"> <li>Explain how some teachings and beliefs are shared between religions and non-religions (i.e. Judaism, Islam and Christianity share some key teachings and beliefs)</li> <li>Explain how religious and non-religious beliefs shape the lives of individuals and communities.</li> </ul> <p><b>Understanding practices and lifestyles</b></p> <ul style="list-style-type: none"> <li>Explain the practices and lifestyles involved in belonging to a faith or non-faith community.</li> <li>Compare and contrast the lifestyles of different faith and non-faith groups and give reasons why some within the same faith or non-faith may adopt different lifestyles.</li> <li>Show the understanding of the role of a spiritual leader.</li> </ul> <p><b>Understand how beliefs are conveyed</b></p> <ul style="list-style-type: none"> <li>Explain some of the different ways that individuals show their beliefs.</li> </ul>			

## Religious Education Curriculum Progression

	<ul style="list-style-type: none"> <li>● Show an understanding of the term 'morals'.</li> </ul> <p><b>Reflection</b></p> <ul style="list-style-type: none"> <li>● Identify the things that are important in their own lives and compare these to religious and non-religious beliefs.</li> <li>● Relate emotions to some of the experiences of religious and non-religious figures studied (i.e. Moses, David, Jesus)</li> <li>● Ask questions about puzzling aspects of life.</li> </ul>	<ul style="list-style-type: none"> <li>● Explain how beliefs about right and wrong affect people's behaviour.</li> <li>● Describe how some of the values held by communities or individuals affect behaviour and actions.</li> <li>● Discuss and give opinions on stories involving moral dilemmas.</li> </ul> <p><b>Reflection</b></p> <ul style="list-style-type: none"> <li>● Show an understanding that personal experiences and feelings influence attitudes and actions.</li> <li>● Give some reasons why religious and non-religious figures may have acted as they did.</li> <li>● Ask questions that have no universally agreed answers.</li> </ul>	<p><b>Understand values</b></p> <ul style="list-style-type: none"> <li>● Explain why different religious communities or individuals may have a different view of what is right and wrong.</li> <li>● Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules).</li> <li>● Express their own values and remain respectful of those with different values.</li> </ul> <p><b>Reflection</b></p> <ul style="list-style-type: none"> <li>● Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings.</li> <li>● Explain their own ideas about the answers to big questions.</li> <li>● Explain why their own answers to big questions may differ from those of others.</li> </ul>
<p><b>BAD Assessment</b></p>	<p><b>Understanding beliefs and teachings</b></p> <ul style="list-style-type: none"> <li>● Describe some of the main festivals, celebrations and teachings of a religion. Basic – With the support of a teacher, some of the main festivals, celebrations and teachings of Christianity and Judaism are explored. Advancing – Generally, some of the main festivals, celebrations and teachings of Christianity and Judaism are described. Deep – The main festivals, celebrations and teachings of Christianity and Judaism are described and explained with some interesting detail.</li> </ul> <p><b>Understanding practices and lifestyles</b></p> <ul style="list-style-type: none"> <li>● Recognise, name and describe some Christian and Jewish artefacts, places and practices. Basic – During structured activities, some Christian and Jewish artefacts, places and practices are explored.</li> </ul>	<p><b>Understanding beliefs and teachings</b></p> <ul style="list-style-type: none"> <li>● Present the key teachings and beliefs of Christianity, Judaism, Islam, Hinduism and Humanism. Basic – When encouraged, some good examples of the key teachings and beliefs of Christianity, Judaism, Islam, Hinduism or Humanism are given. Advancing – Generally, some key teachings and beliefs of Christianity, Judaism, Islam, Hinduism or Humanism are selected and presented with some reference to religious or non-religious figures. Deep – Key teachings, and how they relate to religious or non-religious figures, are presented with interesting detail and explanations.</li> </ul> <p><b>Understanding practices and lifestyles</b></p> <ul style="list-style-type: none"> <li>● Identify religious artefacts and buildings explain how and why they are used. Basic – There are some good examples of the identification and naming of religious artefacts and buildings. With encouragement, there is some explanation of how and why they are used.</li> </ul>	<p><b>Understanding beliefs and teachings</b></p> <ul style="list-style-type: none"> <li>● Explain how some teachings and beliefs are shared between religions and non-religions (i.e. Judaism, Islam and Christianity share some key teachings and beliefs) Basic – With support, some good examples are provided for, how beliefs are shared between religions and non-religions. Advancing – Generally, beliefs that are shared between religions and non-religions are identified and explained. Deep – Beliefs that are shared between religions and non-religions are identified and any variations to a general belief are analysed and explained.</li> </ul> <p><b>Understanding practices and lifestyles</b></p> <ul style="list-style-type: none"> <li>● Explain how religious beliefs shape the lives of individuals and communities. Basic – When encouraged, some examples are provided for how religious and non-religious beliefs shaped the lives of individuals and communities.</li> </ul>

## Religious Education Curriculum Progression

	<p>Advancing – There is a growing knowledge of some religious artefacts, places and practices, and some are chosen and described.</p> <p>Deep – There is an in-depth understanding of some religious artefacts, places and practices which are described in interesting and accurate detail.</p> <p><b>Understand how beliefs are conveyed</b></p> <ul style="list-style-type: none"> <li>Name some Christian, Jewish and Humanist symbols.</li> </ul> <p>Basic – With the support of a teacher, the names of meanings of some Christian, Jewish and Humanist symbols are explored.</p> <p>Advancing – Some Christian, Jewish and Humanist symbols are selected, named and their meanings described.</p> <p>Deep – Some Christian, Jewish and Humanist symbols are named and described with interesting and accurate detail.</p> <p><b>Understand values</b></p> <ul style="list-style-type: none"> <li>Identify how they have to make their own choices in life.</li> </ul> <p>Basic – During structured discussions, there is some exploration of how they must make choices in life.</p> <p>Advancing – There is a growing understanding that they must make choices in life and some good examples of this are described.</p> <p>Deep – There is a good understanding that they must make choices in life, including some that are very difficult. Good examples are provided and described well.  <ul style="list-style-type: none"> <li>Explain how actions affect others.</li> </ul> </p>	<p>Advancing – Generally, religious artefacts and buildings are identified and how and why they are used explained with some detail.</p> <p>Deep – Religious artefacts and buildings are identified rapidly, and detailed and interesting explanations of how and why they are used are provided.</p> <ul style="list-style-type: none"> <li>Explain some of the religious and non-religious practices of both clerics (i.e. minister, iman, rabbi) and individuals.</li> </ul> <p>Basic – When encouraged, some good examples of explanations of the religious and non-religious practices of clerics and individuals given.</p> <p>Advancing – Generally, good explanations of the religious practices of clerics and individuals are given with some interesting detail.</p> <p>Deep – Well-thought out explanations, along with telling examples, of the religious or non-religious practices of clerics and individuals are given.</p> <p><b>Understand how beliefs are conveyed</b></p> <ul style="list-style-type: none"> <li>Identify religious symbolism in literature and the arts.</li> </ul> <p>Basic – With support, religious symbolism in literature and the arts is explored.</p> <p>Advancing – There is a growing recognition of, and some examples provided for, the use of religious symbolism in literature and the arts.</p> <p>Deep – Good, well-explained examples of religious symbolism in literature and the arts are given in a wide range of contexts.</p> <p><b>Understand values</b></p> <ul style="list-style-type: none"> <li>Explain how beliefs about right and wrong affect people’s behaviour.</li> </ul> <p>Basic – There are some good examples of explanations of how beliefs affect people’s behaviour.</p>	<p>Advancing – Good examples, with some interesting detail, are provided for, how religious and non-religious beliefs shape the lives of individuals and communities.</p> <p>Deep – Well-chosen and very well-explained details are provided for how a wide range of religious and non-religious beliefs shape the lives of individuals and communities and how there may be some variation to practices between them.</p> <p><b>Understanding practices and lifestyles</b></p> <ul style="list-style-type: none"> <li>Compare and contrast the lifestyles of different faith and non-faith groups and give reasons why some within the same faith or non-faith may adopt different lifestyles.</li> </ul> <p>Basic – With support, lifestyles of different faith and non-faith groups are compared and contrasted.</p> <p>Advancing – Good examples of similarities and differences in the lifestyles of different faith and non-faith groups are identified and described.</p> <p>Deep – Well-chosen and detailed examples are provided for similarities and differences in the lifestyles of different faith and non-faith groups.  <ul style="list-style-type: none"> <li>Show the understanding of the role of a spiritual leader.</li> </ul> <p>Basic – There is some awareness of the role of a spiritual leader.</p> <p>Advancing – There is some interesting exploration and recognition of aspects of the role of a spiritual leader.</p> <p>Deep – There is a good understanding of, and excellent examples provided for, the wide and varied role of a spiritual leader.</p> <p><b>Understand how beliefs are conveyed</b></p> <ul style="list-style-type: none"> <li>Explain some of the different ways that individuals show their beliefs.</li> </ul> </p>
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## Religious Education Curriculum Progression

<p>Basic – There is some awareness of how actions affect others.</p> <p>Advancing – There is a growing understanding that actions affect others in a variety of ways, some of which can be explained.</p> <p>Deep – There is a good understanding that actions affect others in a wide variety of ways, which are explained with interesting examples and details.</p> <ul style="list-style-type: none"> <li>● Show an understanding of the term ‘morals’.</li> </ul> <p>Basic – During structured discussions the term ‘morals’ is explored.</p> <p>Advancing – There is a growing use of the term ‘morals’ when discussing behaviour and decisions.</p> <p>Deep – There is a good understanding of the term ‘morals’ and many good examples of how it can be applied to familiar situations are provided.</p> <p><b>Reflection</b></p> <ul style="list-style-type: none"> <li>● Identify the things that are important in their own lives and compare these to religious and non-religious beliefs.</li> </ul> <p>Basic – During structured discussions, important aspects of their own life and how this compares to religious and non-religious beliefs are explored.</p> <p>Advancing – There is a growing understanding and some good explanation of how important aspects of their own life compares to religious and non-religious beliefs.</p> <p>Deep – Aspects of their own life are chosen and compared to religious and non-religious beliefs from Christianity, Judaism and Humanism.</p>	<p>Advancing – Generally, good explanations are provided for how beliefs affect people’s behaviour in a range of contexts.</p> <p>Deep – Well-considered and detailed explanations are provided for how beliefs affect people’s behaviour in a range of contexts.</p> <ul style="list-style-type: none"> <li>● Discuss and give opinions on stories involving moral dilemmas.</li> </ul> <p>Basic – The term ‘moral dilemma’ is experienced during discussions.</p> <p>Advancing – There is a growing understanding of, and examples provided for, instances where there has been a moral dilemma.</p> <p>Deep – Apt, and very well-described instances provided for situations involving moral dilemmas.</p> <p><b>Reflection</b></p> <ul style="list-style-type: none"> <li>● Show an understanding that personal experiences and feelings influence attitudes and actions.</li> </ul> <p>Basic – During structured discussions, there is some exploration of how personal experiences and feelings influence attitudes and actions.</p> <p>Advancing – There is a growing awareness of, and good examples provided for, personal experiences and feelings and how they influence attitudes and actions.</p> <p>Deep – Good, well-explained examples of personal experiences and feelings, and how they influence attitudes and actions, are given in a wide range of contexts.</p> <ul style="list-style-type: none"> <li>● Give some reasons why religious and non-religious figures may have acted as they did.</li> </ul> <p>Basic – When encouraged, some reasons why religious and non-religious figures may have acted as they did are given.</p> <p>Advancing – Generally, good attempts to explain why religious and non-religious figures may have acted as they did, relating reasons to some of the teachings of a religion or worldview, are made.</p>	<p>Basic – There is some awareness of the different ways that individuals show their beliefs.</p> <p>Advancing – There is a growing awareness of, and some good examples provided for, the different ways that individuals show their beliefs.</p> <p>Deep – There is a very good awareness of, and some excellent and detailed examples provided for, the different ways that individuals show their beliefs.</p> <p><b>Understand values</b></p> <ul style="list-style-type: none"> <li>● Explain why different religious communities or individuals may have a different view of what is right and wrong.</li> </ul> <p>Basic – There are some good examples that show some understanding that different religious communities may have different views of what is right and wrong.</p> <p>Advancing – There is a growing understanding demonstrated by good examples of, and explanations for, different views of what is right and wrong.</p> <p>Deep – There is an excellent understanding, demonstrated by well-chosen examples of, and detailed explanations for, different views of what is right and wrong.</p> <ul style="list-style-type: none"> <li>● Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules).</li> </ul> <p>Basic – There is some exploration of the need to act according to a belief of right and wrong even in the absence of rules.</p> <p>Advancing – There is a growing understanding of the need to act in a morally right way, even in the absence of rules or regulation.</p> <p>Deep – The word ‘integrity’ and how this applies to one’s own decisions.</p> <ul style="list-style-type: none"> <li>● Express their own values and remain respectful of those with different values.</li> </ul>
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## Religious Education Curriculum Progression

	<ul style="list-style-type: none"> <li>Relate emotions to some of the experiences of religious and non-religious figures studied (i.e. Moses, David, Jesus)            Basic – With the support of a teacher, emotions are explored and links pointed out to the experiences of some of the religious and non-religious figures.            Advancing – There is a growing ability to explain how emotions relate to some of the experiences of religious figures.            Deep – Emotions are related very well to some of the experiences of religious figures and described in some interesting detail.</li> <li>Ask questions about puzzling aspects of life.            Basic – During structured discussions, some questions about puzzling aspects of life are explored.            Advancing – During discussions, some questions are raised and opinions given about some puzzling aspects of life.            Deep – During discussions, well-considered questions are raised and opinions given and justified about some puzzling aspects of life.</li> </ul>	<p>Deep – Carefully reasoned and well-explained examples, that refer to the teachings of a religion or worldview, describe why religious or non-religious figures may have acted as they did.</p> <ul style="list-style-type: none"> <li>Ask questions that have no universally agreed answers.            Basic – When encouraged, some questions that have no universally agreed answers are explored.            Advancing – Generally, some good questions that have no universally agreed answers are asked and explored with enthusiasm.            Deep – Some well-considered questions that have no universally agreed answers are asked and explored in depth.</li> </ul>	<p>Basic – With support, personal values are explored.            Advancing – There are some good examples of articulation of personal values and a respect of those with different values.            Deep – Personal values are becoming well developed and explained. There is a high degree of respect for those with different values.</p> <p><b>Reflection</b></p> <ul style="list-style-type: none"> <li>Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings.            Basic – In structured discussions the concept of identity is explored and related to religious beliefs and teachings.            Advancing – There are some good examples of explanations of the concept of identify and how this related to religious beliefs or teachings.            Deep – Well-chosen and apt, detailed examples are provided for the concept of identify and how this related to religious beliefs or teachings.</li> <li>Explain ideas about some answers to big questions and why answers may differ between individuals.            Basic – There are some good examples of exploration of some answers to big questions and why answers may differ between individuals.            Advancing – There is a growing understanding demonstrated with well-explained descriptions, of some answers to big questions, and how answers may differ between individuals.            Deep – Detailed, in-depth research provides excellent examples and detailed descriptions of different answers to big questions between individuals.</li> </ul>			
<p><b>POP Tasks</b></p>	<p><b>God and Creation</b>            Draw a picture of one of the 'Lost and Found' parables.</p>	<p><b>Gospel</b>            Draw a picture of someone showing Agape love and explain what</p>	<p><b>God</b>            Compare and contrast two different types of church. What is the</p>	<p><b>Torah</b>            Children match up the names for the different parts of the Hebrew Bible</p>	<p><b>God</b>            Write a diary entry for someone who "Lives</p>	<p><b>Salvation</b>            Make your own comic strip version of the Easter story for a younger child</p>

## Religious Education Curriculum Progression

	<p>Give it a title and a short explanation of how it shows what God is like for Christians.</p> <p><b>Incarnation</b> Children to show, in their own words and picture(s), what the Trinity is. Can they show God as Father, Son and Holy Spirit?</p> <p><b>God and the Covenant</b> Using the story of how King David was chosen, can the children explain what it means to be beautiful on the inside? Why is this more important than outward appearances?</p>	<p>difference this belief makes to people's lives.</p> <p><b>Salvation</b> Draw or paint a Triptych (three pictures) showing the Crucifixion, Resurrection and Ascension of Jesus. Can the children remember what these words mean to enable them to draw the Triptych?</p> <p><b>Torah</b> Children label a diagram of a Jewish temple. <a href="http://www.amvsomerset.org.uk/wp-content/uploads/2018/10/1-6-KS1-torah-Lesson-4-Inside-the-synagogue-sheet.pdf">http://www.amvsomerset.org.uk/wp-content/uploads/2018/10/1-6-KS1-torah-Lesson-4-Inside-the-synagogue-sheet.pdf</a> Explain why Jewish people celebrate Shabbat?</p> <p><b>Humanism</b> Design an invitation to a Humanist celebration, either a baby being born, a wedding or a special birthday (coming of age – 18)</p>	<p>same and what is different about baptism? What other similarities and differences are there – the buildings, the décor and decorations, the pattern of worship and what is said/done in the services?</p> <p><b>Incarnation</b> Design your own stained glass window showing who Christians believe Jesus is.</p> <p><b>Dharma</b> Write a diary entry of a Hindu person and how they live in a normal week, showing how they practice Dharma.</p> <p><b>Deity</b> Using pictures of some of the different forms of God, children write an explanation for each one, explaining what aspects of God they demonstrate.</p> <p><b>Atman</b> Children to draw and label a Puja tray (Thali) correctly, explaining the significance of each item.</p>	<p>with their definitions. <a href="http://www.akhlah.com/tanach/">http://www.akhlah.com/tanach/</a>  <a href="http://www.jewfaq.org/torah.htm">http://www.jewfaq.org/torah.htm</a></p> <p><b>God and the Covenant</b> Provide photographs of key places in Israel that are important to the Jewish people. Can pupils name them and say why they matter to Jewish people today? The answers could be written on post it notes and, with the pictures, turned into a display on the wall. Children could record this in their books with copies of the pictures.</p> <p><b>Salvation</b> Show children the picture of the cross filling the gap, and ask if they can explain the picture. Can they also explain why Christians call Jesus 'my saviour'? Going deeper – Ask children to explain how belief in the cross might help a Christian who is feeling guilty about doing something wrong. <a href="http://www.amvsomerset.org.uk/wp-content/uploads/2018/12/2.4-Lower-KS2-Salvation-Lesson-2-wh">http://www.amvsomerset.org.uk/wp-content/uploads/2018/12/2.4-Lower-KS2-Salvation-Lesson-2-wh</a></p>	<p>Lightly" – a day in the life of... Can you explain what this has to do with Christian values and beliefs?</p> <p><b>Incarnation</b> Create a Venn Diagram showing why Christians believe Jesus is both God and man. In one circle, all the evidence from the Bible that shows he was human, in the other circle, all the evidence showing he was divine. Should there be an intersection? If so, what would go in it?</p>	<p>(Year 1 or 2). Include the significance of the Last Supper, Crucifixion and the Resurrection for Christians.</p> <p><b>Gospel</b> Write a persuasive piece of writing, persuading people to seek reconciliation rather than revenge. Can you include the other side of the argument and give a reason why someone might want revenge, but finish on persuading them to be reconciled?</p> <p><b>Humanism</b> Compare and Contrast – Choose another faith (Christian, Jewish, Islamic, Hindu) and draw up a compare and contrast grid – to compare a Humanist with a person of another faith. Focus on how they live as well as what they believe.</p> <p><b>Islam</b> In your own words, explain the importance of the Shahadah.</p> <p><b>Iman</b> Complete the connections activity. Children write a few</p>
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### Religious Education Curriculum Progression

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