



## RE progression map

	EFYS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Vocabulary</b>	Christians, God, Jesus, Christmas, Easter, bible, baptism, church, incarnation, creator, palm leaves, cross, eggs.	Creation, father, parable, church, nativity, forgiveness, worship.  Challah, Shabbat, synagogue, Shema, mezuzah, kosher, sukhot, chanukah.	Peace, friendship, salvation, Gospel.  Tawhid, Imam, Muslims, 5 pillars, mosque, shahadah, ibadah, taqiyah	Sin, Noah, pact, promises, Old Testament, New Testament, Obedience  Islam, Qur'an, Salah, Masjid, Ramadan, Eid-ul-Fitr  Gurus, Gurdwara, Guru Nanak, Kanda, Kesh, Kirpan, Kara, Keski, Kach.	Trinity, Pentecost, Heaven, Holy Spirit, Resurrection.  Aum, Hindus, Brahman, Brahma, Vishnu, Shiva, Shrine, Puja, Atman, Santan Dharma, Murtis, Mandir, Holi, Navratri, Diwali, Prashadm Trimurti	Cathedrals, Messiah, Saviour, Psalm, Commandments.  Dharma, karma, samsara, moksha, Mahabharata, ahimsa, reincarnation  Sefar torah, mitzvot, orthodox, Rosh Hashanah	Cosmology, crucifixion, evolution, theist, agnostic, atheist, communion, martyr.  Shi'a, sufi, sunni, salat, swam, zakah, Hajj, Ummah.
<b>Making Sense of Beliefs</b>	Retell religious stories.  Begin to recognise the word 'incarnation'.  Retell stories, talking about what they say about the world, God and human beings.  Recognise stories connected with Easter.  Say why Easter is a special time for Christians.  Begin to recognise for Christians, Muslims or Jews, special places and things link to beliefs about God.  Recognise some religious words.  Identify a sacred text.	Identify what a parable is.  Give clear, simple accounts of what stories mean to Christians.  Recognise that stories of Jesus life come from the Gospels.  Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.  Retell the story of creation and recognise that creation is the beginning of the big story of the bible.  Recognise the words of the Shema as a Jewish prayer.	Tell stories from the Bible and recognise a link with the concept of Gospel  Give clear, simple accounts of what Bible texts mean to Christians.  Recognise that Jesus gives instructions to people about how to behave.  Recognise the words of the Shahadah and that it is very important for Muslims.  Give examples of how stories about the prophet show what Muslims believe about Muhammed.  Recognise that incarnation and	Place the concepts of God and Creation on a timeline of the Bible's big story.  Recognise that the story of 'the Fall' in Christianity gives an explanation of why things go wrong in the world.  Make clear links between the story of Noah and the idea of covenant  Recognise the word Salvation and that Christians believe Jesus came to save or rescue people.  Offer informed suggestions about what the events of Holy Week mean to Christians.	Recognise what a Gospel is and give an example of the kinds of stories it contains.  Offer suggestions about what texts about baptism and Trinity mean.  Identify some Hindu deities and say how they help Hindus describe God.  Make clear links between some stories and what Hindus believe about God.  Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be fishers of people.  Suggest ideas and then find out about what Jesus' actions towards	Identify and explain Jewish beliefs about God.  Give examples of some texts that say what God is like and explain how Jewish people interpret them.  Explore the place of incarnation and Messiah within the big story of the Bible.  Identify some different types of biblical texts, using technical terms accurately.  Explain connections between biblical texts and Christian ideas of God, using theological terms.  Identify and explain Hindu beliefs using	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.  Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations.  Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs.  Identify and explain what religious and non-religious people believe about God,

		<p>Retell simply some stories used in Jewish celebrations.</p> <p>Give examples of how the stories used in celebrations remind Jews about what God is like.</p> <p>Identify a story or a text that says something about each person being unique and valuable.</p>	<p>salvation are part of a big story of the Bible.</p> <p>Tell stories of Holy week and Easter from the Bible and recognise a link with the idea of Salvation.</p> <p>Recognise that there are special places where people go to worship and talk about what people do there.</p> <p>Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean.</p> <p>Recognise that loving others is important in lots of communities.</p>	<p>Give examples of what Christians say about the importance of the events of Holy Week.</p> <p>Identify some beliefs about God in Islam.</p> <p>Make clear links between beliefs about God and ibadah.</p> <p>Identify some Sikh beliefs about God, sin and forgiveness and describe what they mean.</p> <p>Make clear links between God and Sikh stories.</p> <p>Identify some beliefs about why the world is not always a good place.</p>	<p>outcasts mean for a Christian.</p> <p>Make clear links between the story of Pentecost and Christian beliefs about the Kingdom of God on Earth.</p> <p>Give examples of what Pentecost means to some Christians now.</p> <p>Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean.</p> <p>Make links between Hindu practices and the idea that Hinduism is a whole way of life.</p> <p>Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean.</p> <p>Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today.</p>	<p>technical terms accurately.</p> <p>Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts.</p> <p>Identify and explain beliefs about why people are good and bad.</p> <p>Make links with sources of authority that tell people how to be good.</p>	<p>saying where they get their ideas from.</p> <p>Give examples of reasons why people do or do not believe in God.</p> <p>Outline the big story of the Bible, explaining how incarnation and salvation fit within it.</p> <p>Explain what Christians mean when they say that Jesus' death was a sacrifice.</p> <p>Identify and explain Muslim beliefs about God, the prophet and the Holy Qur'an.</p> <p>Describe ways in which Muslim sources of authority guide Muslim living.</p> <p>Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life.</p> <p>Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences.</p>
<b>Understanding the impact</b>	Recall simply what happens at a traditional Christian	Give at least two examples of a way in which Christians show their belief in	Give at least two examples of how Christians put their beliefs into practice	Describe how and why Christians might pray to God, say sorry	Describe how Christians show their beliefs about God the Trinity in worship in different	Make clear connections between Jewish beliefs about	Show understanding of why many Christians find science and faith go together.

	<p>infant baptism and dedication.</p> <p>Recall simply what happens when a baby is welcomed into a religion other than Christianity.</p> <p>Recall simply what happens at a traditional Christian festival</p> <p>Recognise some symbols Christians use during Holy week</p> <p>Recognise that some religious people have places which have special meaning for them.</p> <p>Talk about the things that are special and valued in a place of worship.</p>	<p>God as loving and forgiving.</p> <p>Give an example of how Christians put their beliefs into practice in worship.</p> <p>Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas.</p> <p>Give at least one example of what Christians do to say thank you to God for Creation.</p> <p>Give examples of how Jewish people celebrate special times.</p> <p>Make links between Jewish ideas of God found in the stories and how people live.</p> <p>Give an example of how some Jewish people might remember God in different ways.</p> <p>Give examples of how Christians and Jews can show care for the natural earth.</p> <p>Say why Christians and Jews might look after the natural world.</p>	<p>in the church community and their own lives.</p> <p>Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions.</p> <p>Give examples of how Muslims put their beliefs about prayer into action.</p> <p>Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.</p> <p>Give examples of stories, objects, symbols and actions used in churches and mosques which show what people believe.</p> <p>Give simple examples of how people worship at a church and a mosque.</p> <p>Talk about why some people like to belong to a sacred building or community.</p> <p>Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony and suggest what the</p>	<p>and ask for forgiveness.</p> <p>Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.</p> <p>Describe how Christians show their beliefs about Jesus in worship in different ways.</p> <p>Give examples of ibadah (worship) in Islam and describe what they involve.</p> <p>Make links between Muslim beliefs about God and a range of ways in which Muslims worship.</p> <p>Make simple links between Sikh beliefs about God and his people and how Sikhs live.</p> <p>Describe how Sikhs show their beliefs through worship in festivals, both at home and in wider communities.</p> <p>Describe some examples of how people try to live.</p> <p>Identify some differences in how</p>	<p>ways and in the way they live.</p> <p>Make simple links between beliefs about God and how Hindus live.</p> <p>Identify some different ways in which Hindus worship.</p> <p>Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways.</p> <p>Describe how Christians show their beliefs about the Holy spirit in worship.</p> <p>Describe how Hindus show their faith within their families in Britain today.</p> <p>Describe how Hindus show their faith within their faith communities in Britain today.</p> <p>Identify some different ways in which Hindus show their faith.</p> <p>Make simple links between beliefs about love and commitment and how people in at least two religious traditions live.</p>	<p>the Torah and how they use and treat it.</p> <p>Make clear connections between Jewish commandments and how Jews live.</p> <p>Give evidence and examples to show how Jewish people put their beliefs into practice in different ways.</p> <p>Show how Christians put their beliefs about Jesus' incarnation into practice in different ways in celebrating Christmas.</p> <p>Make clear connections between Bible texts studied and what Christians believe about God.</p> <p>Show how Christians put their beliefs into practice in worship.</p> <p>Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha etc.</p> <p>Give evidence and examples to show how Hindus put their beliefs into practice in different ways.</p>	<p>Make clear connections between what people believe about God and the impact of this belief on how they live.</p> <p>Give evidence and examples to show how Christians sometimes disagree about what God is like.</p> <p>Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.</p> <p>Show how Christians put their beliefs into practice in different ways.</p> <p>Give evidence and examples to show how Muslims put their beliefs into practice in different ways.</p> <p>Make clear connections between what people believe about God and how they respond to challenges in life.</p> <p>Give examples of ways in which beliefs about resurrection</p>
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<p><b>Making Connections</b></p>	<p>Make connections with personal experiences.</p> <p>Share and record occasions when things have happened in their lives that made them feel special.</p> <p>Talk about people who are special to them.</p> <p>Say what makes their family and friends special to them.</p> <p>Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world.</p> <p>Talk about what people do to mess up the world and what they do to look after it.</p>	<p>Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.</p> <p>Think, talk and ask questions about Christmas for people who are Christians and for people who are not.</p> <p>Decide what they personally have to be thankful for, giving a reason for their ideas.</p> <p>Think, talk and ask questions about living in an amazing world.</p> <p>Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people giving a good reason for their ideas.</p>	<p>Think, talk and ask questions about whether Jesus good news is only good news for Christians or if there are good things for anyone to learn about how to live, giving a good reason for their ideas.</p> <p>Think, talk about and ask questions about Muslim beliefs and ways of living.</p> <p>Think, talk and ask questions about what happens in a church or mosque, saying what they think about these questions, giving good reasons for their ideas.</p> <p>Talk about what makes some places special to people and what the difference is between religious and non-religious special places.</p>	<p>Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today.</p> <p>Make links between the story of Noah and how we live in school and the wider world.</p> <p>Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday' giving good reasons for their suggestions.</p> <p>Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good</p>	<p>Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like.</p> <p>Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today.</p> <p>Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas.</p> <p>Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.</p>	<p>Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today.</p> <p>Consider and weigh up the value of e.g., tradition, ritual, community, study and worship in the lives of Jews today and articulate responses on how far they are valuable to people who are not Jewish.</p> <p>Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.</p> <p>Make connections between Hindu beliefs studied and explain how and why</p>	<p>Weigh up how far the Genesis 1 creation narrative is in conflict or is complementary, with a scientific account, giving good reasons for their views.</p> <p>Reflect on and articulate some ways in which believing in God is valuable in the lives of believers and ways it can be challenging.</p> <p>Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not.</p> <p>Make connections between belief and behaviour in their own lives, in the light of their learning.</p>

	<p>Talk about ideas of new life in nature.</p> <p>Talk about somewhere that is special to themselves, saying why.</p>	<p>Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.</p> <p>Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.</p>	<p>Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.</p>	<p>reasons for their ideas.</p> <p>Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils own lives and giving good reasons for their answers.</p> <p>Raise questions and suggest answers about why the world is not always a good place and what are the best ways of making it better.</p> <p>Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views.</p>	<p>Raise questions and suggest answers about what is good about being a Hindu in Britain today and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.</p> <p>Raise questions and suggest answers about whether it is good for everyone to see life as a journey and to mark the milestones.</p>	<p>they are important to Hindus.</p> <p>Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.</p> <p>Make connections between Christian teachings and the issues, problems and opportunities in the world today, including their own lives.</p> <p>Articulate their own responses to the issues studied recognising different points of view.</p> <p>Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.</p>	<p>Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.</p> <p>Articulate their own responses to the idea of sacrifice, recognising different points of view.</p> <p>Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Leicestershire today.</p> <p>Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.</p> <p>Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these.</p>
<b>Topics</b>	<p>Being Special: Where do we belong? Why is Christmas special for Christians? Why is the word God important to Christians? Why is Easter special for Christians? What places are special and why?</p>	<p>What do Christians believe God is like? Why does Christmas matter to Christians? Who do Christians say made the world? Who is Jewish and how do they live? How should we care for others and for the</p>	<p>What is the 'good news' Christians say Jesus brings? Who is a Muslim and how do they live? Why does Easter matter to Christians? What makes some places sacred to believers?</p>	<p>What do Christians learn from the Creation story? What is it like for someone to follow God? Why do Christians call the day Jesus died 'Good Friday?'</p>	<p>What is the 'Trinity' and why is it important to Christians? What do Hindus believe God is like? What kind of world did Jesus want? For Christians, what was the impact of Pentecost?</p>	<p>Why is the Torah so important to Jewish People? Why do Christians believe Jesus was the Messiah? What does it mean if Christians believe God is holy and loving?</p>	<p>Creation and Science: conflicting or complementary? Why do some people believe in God and some people not? What do Christians believe Jesus did to 'save' people?</p>

	What times/stories are special and why?	world and why does it matter?	What does it mean to belong to a faith community?	How do festivals and worship show what matters to Muslims? How do festivals and family life show what matters to Sikh people? How and why do people try to make the world a better place?	What does it mean to be a Hindu in Britain today? How and why do people mark the significant events of life?	Why do Hindus want to be good? How do Christians decide how to live? What would Jesus do? What matters to most Humanists, Christians?	What does it mean to be a Muslim in Britain today? For Christians, what kind of king is Jesus? How does faith help people when life gets hard?
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