

## RE progression document

Know about and Understand Express and Communicate Gain and deploy skills

	Nursery	Reception	End EYFS	Year 1	Year 2	End KS1	Year 3	Year 4	Year 5	Year 6	End KS2
Know about and Understand	Begin to use new vocabulary to demonstrate understanding of stories they have heard	Use new vocabulary to demonstrate understanding of stories they have heard	Begin to recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them (A1)	To know Christians believe in God and follow the example of Jesus.	Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad	Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them (A1)	Describe some of the ways in which Christians describe God	Make connections between some of Jesus' teachings and the way Christians live today	Make connections between some of Jesus' teachings and the way Christians live today	Outline Christian, Hindu and/or nonreligious beliefs about life after death	Describe and make connections between different features of the religious and non-religious worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas (A1)
	Begin to be aware of sacred texts e.g. Bible	Identify a sacred text e.g. Bible		To know that there are special places where people go to worship.	Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah		Retell and suggest the meanings of stories from sacred texts about people who encountered God	Describe how Christians celebrate Holy Week and Easter Sunday	Recall and name some key features of places of worship studied	Describe and make connections between examples of religious creativity (buildings)	
	Begin to recognise some religious words, e.g. about God, Bible, prayer, faith or trust	recognise some religious words, e.g. about God, Bible, prayer, faith or trust		To know what happens at a Christian baptism.	Identify some ways Muslims pray, worship and celebrate		Retell and suggest the meanings of stories from sacred texts about people who encountered God	Make connections between the Easter story of Jesus and the wider 'big story' of the Bible (creation, the Fall, incarnation, salvation – see unit L2.2), reflecting on why this inspires Christians		Recall information about religious buildings and charities	
	Begin to give examples of special occasions that they and others have experienced and suggest features of a good celebration	talk about the story of the two brothers		To know how people show they belong to each other when they get married.	Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr		Describe some of the ways in which Muslims describe God	Recall and name some of the ways religions mark milestones of commitment (including marriage)		Describe and make connections between examples of religious creativity (buildings and art)	
	Begin to hold conversations about special religious times using new vocabulary	Recognise and use some new vocabulary including religious words, e.g. messenger, Muhammad, Angel			Identify a special time they celebrate and explain simply what celebration means		Retell and suggest the meanings of stories from sacred texts about people who encountered God	Describe some of the ways in which Hindus describe God		Describe and make connections between examples of religious art	
	Begin to say why Christmas is a special time for Christians	identify a sacred text e.g. Qur'an			Identify some ways Christians celebrate Christmas/ Easter/Harvest/ Pentecost and some ways a festival is celebrated in another religion		Describe some of the ways in which Christians say God is like, with examples from the Bible, using different forms of expression	Make connections with some Hindu beliefs and teachings about aims and duties in life		Recall and deploy information about the work and motivation of Christian Aid	
	Begin to give examples of special occasions and suggest aspects of celebration that are found in more than one religious festival.	Give examples of special occasions that they and others have experienced and suggest features of a good celebration			Identify some ways Christians celebrate Easter		Describe what some Muslims say and do when they pray			Make connections between beliefs and behaviour in different religions	
	Begin to talk about somewhere that is	hold conversations about special religious times using new vocabulary								Explain similarities in ways in which key beliefs make a difference to life in two or three religions	
		Say why Sukkot is a special time for Jewish people									

	special to themselves, saying why	<p>Say why Diwali is a special time for Hindus</p> <p>talk about information on Hindu festivals</p> <p>Say why Christmas is a special time for Christians</p> <p>Give examples of special occasions and suggest aspects of celebration that are found in more than one religious festival.</p> <p>Re-tell the story of creation from Genesis 1, talking about what it says about the world, God, human beings</p> <p>talk about somewhere that is special to themselves, saying why</p>			<p>Identify some ways Pesach is celebrated</p> <p>Identify some ways Muslims celebrate Id ul-Fitr</p> <p>Identify a special time they celebrate and explain simply what celebration means</p> <p>Identify some ways people celebrate festivals</p>		<p>Describe what some Christians say and do when they pray</p> <p>Describe what some Hindus say and do when they pray</p> <p>Consider and evaluate the significance of prayer in the lives of people today</p> <p>Describe what some believers say and do when they pray</p> <p>Consider and evaluate the significance of prayer in the lives of people today</p> <p>Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings</p>			<p>Describe what Ummah means to Muslim people</p> <p>Make connections between belief in Ummah, teachings and sources of wisdom in the Muslim religion</p> <p>Describe what Ahimsa, Grace or Ummah mean to religious people</p> <p>Make connections between beliefs and behaviour in Islam</p> <p>Make connections between belief in the Ummah and teachings and sources of wisdom in Islam</p> <p>Describe what Ahimsa means to Hindu people</p> <p>Make connections between beliefs and behaviour in Hindu religions</p> <p>Explain similarities in ways in which key beliefs make a difference to life in Hindu religion</p> <p>Describe what Grace means to Christian people</p> <p>Make connections between beliefs and behaviour in Christian religion</p> <p>Make connections between belief in the grace of God</p>	
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										<p>teachings and sources of wisdom in the three religions</p> <p>Explain similarities in ways in which key beliefs make a difference to life in two or three religions</p>	
	<p>Begin to recall stories from different religions</p>	<p>Talk about Jesus' story of the Calming of the Storm</p> <p>Use new vocabulary to demonstrate understanding of what has been taught</p> <p>talk about the story of the revelation of the Qur'an</p> <p>recognise some religious words and use the correct ones in their own retellings</p> <p>use their new vocabulary to show simple understandings of Muslim and Christian stories</p> <p>Recall a simple story connected with Diwali</p> <p>Recall a simple story connected with Christmas</p> <p>Recall simple stories connected with festivals</p> <p>talk about information on the</p>	<p>Begin to retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come (A2)</p>	<p>Re-tell a story that shows what Christians might think about God.</p> <p>Make links between what Jesus taught and what Christians believe and do</p>	<p>Make links between what the Holy Qur'an says and how Muslims behave</p> <p>Re-tell a story about the life of the Prophet Muhammad</p> <p>Make links between what the Holy Qur'an says and how Muslims behave</p> <p>Recognise some objects used by Muslims and suggest why they are important</p> <p>Talk about some of the stories that are used in religion and why people still read them</p> <p>Talk about a story that is used in religion</p> <p>Re-tell The Lost Sheep; suggest the meaning(s) of this story</p> <p>Talk about at least one story used by Jesus</p> <p>Re-tell at least two stories/teachings</p>	<p>Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come (A2)</p>	<p>Recall and name some Bible stories that inspire Christians</p> <p>Explain how the Bible uses different kinds of stories to tell a big story</p> <p>Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation</p> <p>Describe the practice of prayer in Islam</p> <p>Describe the practice of prayer in Christianity</p> <p>Describe the practice of prayer in Hinduism</p> <p>Describe some ways in which Christian express their faith through hymns and modern worship songs</p>	<p>Give simple definitions of some key Christian terms (e.g. miracle salvation)</p> <p>Give simple definitions of some key Christian terms (e.g. Beatitudes, Gospel)</p> <p>Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter</p> <p>Suggest why some people see life as a journey and identify some of the key milestones on this journey</p> <p>Describe some ways in which Hindus express their faith through puja, aarti and bhajans</p> <p>Make connections between stories of temptation in Judaism and Christianity and why people can</p>	<p>Outline clearly a Christian understanding of what God is like, using examples and evidence</p> <p>Outline Jesus' teaching on how his followers should live</p> <p>Explain the links between Jesus' death on the cross and Christian belief in love and forgiveness, giving reasons why Christians want to follow Jesus</p>	<p>Identify the values found in stories and texts</p> <p>Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples</p>	<p>Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities (A2)</p>

		<p>different religious communities of the UK</p> <p>be aware that a church has special meaning for Christian people</p> <p>talk about the things that are special and valued in a church</p>			<p>from the Christian Bible and suggest what they mean for Christians</p> <p>Make links between the messages within Jesus' teachings from the Bible and the way people live</p> <p>Make links between the messages within sacred texts and the way people live</p> <p>Talk about the story of the Exodus and consider why Jewish people still remember it</p> <p>Re-tell the story of the Exodus</p> <p>Make links between the messages within the Ten Commandments and the way people live</p> <p>Talk about why people might still tell the story of Prophet Muhammad and the Black Stone</p> <p>Suggest a meaning for the story of Prophet Muhammad and the Black Stone</p> <p>Make a link between the story of the black stone and something that Muslims do today</p>			<p>find it difficult to be good</p>			
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					<p>Talk about the story of Jonah and why people still read it</p> <p>Re-tell Jonah, a story from the Bible and other holy texts; suggest the meaning of this story</p> <p>Make links between the messages within sacred texts with what people believe about God and the importance some people place on forgiveness</p> <p>Talk about some of the stories that are used in religion and why people still read them</p> <p>Make links between the messages within sacred texts and the way people live</p> <p>Re-tell stories connected with Easter and a festival in another religion and say why these are important to believers</p> <p>Talk about ways in which Jesus was a special person who Christians believe is the Son of God</p> <p>Re-tell stories connected with Easter and say why these are</p>						
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					<p>important to believers</p> <p>Talk about ways in which Jesus was a special person who Christians believe is the Son of God</p> <p>Re-tell stories connected with Pesach and say why these are important to believers</p> <p>Re-tell Bible stories and stories from another faith about caring for others and the world</p> <p>Recognise that some people believe God created the world and so we should look after it</p>						
	<p>Begin to identify some significant features of the outside and inside of religious buildings</p>	<p>identify some significant features of the outside and inside of a church</p> <p>recognise a church and use their new vocabulary to describe it simply</p> <p>identify some significant features of a mosque</p>	<p>Begin to recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities (A3)</p>	<p>Recognise some Christian symbols and images used to express ideas about God.</p> <p>Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used.</p> <p>Recognise symbols of belonging from their own experience</p> <p>Recognise symbols of belonging for Christians</p>	<p>Recognise that Muslims do not draw Allah or the Prophet, but use calligraphy, for example, to say what God is like</p> <p>Suggest meanings for some symbols and actions used in religious celebrations, including Easter</p> <p>Suggest meanings for some symbols and actions used in religious celebrations</p> <p>Suggest meanings for some symbols and actions used at Id-ul-Fitr</p>	<p>Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities (A3)</p>	<p>Make connections between what Muslims believe about prayer and what they do when they pray</p> <p>Make connections between what Christians believe about prayer and what they do when they pray</p> <p>Make connections between what Hindus believe about prayer and what they do when they pray</p> <p>Identify and name examples of what Christians have and do in their families and at church to show their faith</p>	<p>Describe what happens in Christian ceremonies of commitment and say what these rituals mean</p> <p>Describe what happens in Jewish ceremonies of commitment and say what these rituals mean</p> <p>Describe what happens in Hindu ceremonies of commitment and say what these rituals mean</p> <p>Identify and name examples of what Hindus have and do at mandir to show their faith</p>	<p>Give two reasons why a Christian believes in God and one why an atheist does not</p> <p>Outline how and why places of worship fulfil special functions in the lives of believers</p> <p>Make connections between how believers feel about places of worship in different traditions</p>	<p>Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation</p> <p>Outline how and why some Humanists and some religious people criticise 'big spending' on religious buildings or art</p>	<p>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning (A3)</p>

				<p>Think about why symbols of belonging matter to believers</p> <p>Recognise symbols of belonging for Muslims</p> <p>Recognise symbols of belonging for Jewish people</p>			<p>Explain similarities and differences between at least two different ways of worshipping in two different Christian churches</p>	<p>Identify and name examples of what Hindus have and do in their families to show their faith</p> <p>Express how individuals express the meanings of their beliefs in ways of living</p>			
Express and Communicate	<p>Begin to talk about information on the festivals of different religious communities of the UK</p> <p>Begin to say why festivals are special times for members of faith communities</p> <p>Begin to talk about their own experiences and feelings about when the world is and is not looked after</p>	<p>talk about information on the festivals of different religious communities of the UK</p> <p>Say why festivals are special times for members of faith communities</p> <p>Talk about their own experiences and feelings about when the world is and is not looked after</p> <p>talk about the things that are special and valued in a church and know how some of them are used in worship</p> <p>talk about the things that are special and valued in a Mosque</p>	<p>Begin to ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make (B1)</p>	<p>Respond thoughtfully to a piece of Christian music and a Bible text that inspired it</p> <p>Ask good questions during a school visit about what happens in a church, synagogue or mosque</p> <p>Show an awareness that some people belong to different religions</p>	<p>Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel</p> <p>Ask questions and suggest answers about stories to do with Christian festivals</p> <p>Ask questions and suggest answers about stories to do with Pesach</p> <p>Ask questions and suggest answers about stories to do with festivals</p> <p>Talk about how religions teach that people are valuable, giving simple examples</p> <p>Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories</p> <p>Identify ways that some people make a response to God</p>	<p>Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make (B1)</p>	<p>Identify different beliefs about God</p> <p>Identify how and say why it makes a difference in people's lives to believe in God</p> <p>Identify beliefs about God that are held by Christians</p> <p>Identify beliefs about God that are held by Christians, Hindus and/or Muslims</p> <p>Identify how and say why it makes a difference in people's lives to believe in God</p> <p>Identify beliefs about God that are held by Hindus</p> <p>Identify beliefs about God that are held by Humanists: that there is no God</p> <p>Identify at least two ways Christians use the Bible in everyday life</p> <p>Give examples of how and suggest</p>	<p>Give examples of how Christians are inspired by Jesus</p> <p>Ask questions raised by the stories and life of Jesus and followers today, and give examples of how Christians are inspired by Jesus</p> <p>Identify the most important parts of Easter for Christians and say why they are important</p> <p>Identify what is important for Christians</p> <p>Identify at least two promises made by believers at different ceremonies and say why they are important</p> <p>Ask good questions about what Hindus do to show their faith</p> <p>Give examples of rules for living and suggest ways in which the Golden Rule might have an impact on the</p>	<p>Define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs</p> <p>Express thoughtful ideas about the impact of believing or not believing in God on someone's life</p> <p>Explain the impact Jesus' example and teachings might have on Christians today</p> <p>Comment thoughtfully on the value and purpose of places of worship in religious communities</p>	<p>Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life</p> <p>Explain what difference belief in judgement/ heaven/karma/ reincarnation might make to how someone lives, giving examples</p>	<p>Observe and understand varied examples of religious and non-religious worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities (B1)</p>

					<p>by caring for others and the world</p> <p>Talk about how religions teach that people are valuable, giving simple examples</p>		<p>reasons why Christians use the Bible today</p> <p>Ask good questions about what Christians do to show their faith</p>	<p>behaviour of those who try to keep it and people with whom they deal</p> <p>Give examples of rules for living from Judaism and suggest ways in which they might help believers act in particular situations</p> <p>Give examples of rules for living from Christianity and Judaism and suggest ways in which they might help believers with difficult decisions</p> <p>Give examples of rules for living from Humanism and suggest ways in which they might help believers with difficult decisions</p> <p>Give examples of ways in which some inspirational people have been guided by their religion</p>			
	<p>Begin to identify some of their own feelings in the stories they hear</p>	<p>Identify some of their own feelings in the stories they hear</p> <p>talk about the lives of people around them, understanding character and events from stories</p> <p>identify some of their own feelings in response to events in the story</p>	<p>Begin to observe and recount different ways of expressing identity and belonging, responding sensitively for themselves (B2)</p>	<p>Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe</p> <p>Talk about what is special and of value about belonging to a group that is important to them</p> <p>Give examples of ways in which</p>		<p>Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves (B2)</p>	<p>Suggest why having a faith or belief in something can be hard</p> <p>Suggest why Christians believe that God needs to rescue / save human beings</p> <p>Respond thoughtfully to examples of how praying helps religious believers</p>	<p>Suggest reasons why marking the milestones of life are important to Christians, Hindus and Jewish people</p> <p>Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes</p>	<p>Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging</p> <p>Give examples of how places of worship support believers in difficult times, explaining why this matters to believers</p>	<p>Express ideas about how and why religion can help believers when times are hard, giving examples</p> <p>Explain some similarities and differences between beliefs about life after death</p> <p>Suggest reasons why some believers see</p>	<p>Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives (B2)</p>

		<p>Express ideas about how to look after wildlife in response to the story of Muhammad and the Crying Camel</p> <p>be aware that a church has special meaning for Christian people</p> <p>be aware that a mosque has special meaning for Muslim people</p>		<p>believers express their identity and belonging within faith communities</p> <p>Respond sensitively to differences in the way believers express their identity and belonging</p>			<p>Describe ways in which prayer can comfort and challenge believers</p> <p>Describe ways in which prayer can comfort and challenge Hindus</p> <p>Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes</p>	<p>Recall and talk about the Golden Rule</p> <p>Recall and talk about some of the Ten Commandments</p> <p>Recall some of the Beatitudes and talk about them</p>		<p>generosity and charity as more important than buildings and art</p> <p>Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view</p> <p>Respond sensitively to examples of religious practice with ideas of their own</p> <p>Outline the challenges of being a Muslim in Britain today</p> <p>Outline the challenges of being a Hindu in Britain today</p> <p>Outline the challenges of being a Christian in Britain today</p>	
	<p>Begin to hold conversations about different religions</p>	<p>Use new vocabulary to talk about British Muslims and what matters to them</p> <p>know and talk about a similarity and a difference between Islam and another religion</p> <p>talk about the lives of other people using simple ideas about how celebrations are valued</p>	<p>Begi to notice and respond sensitively to some similarities between different religious and non-religious worldviews (B3)</p>	<p>Show that they have begun to be aware that some people regularly worship God in different ways and in different places</p> <p>Give examples of ways in which believers express their identity and belonging within faith communities</p> <p>Identify some similarities and differences between the</p>	<p>Recognise that sacred texts contain stories which are special to many people</p> <p>Recognise that sacred texts contain stories/teachings which are special to many people</p> <p>Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books</p>	<p>Notice and respond sensitively to some similarities between different religious and non-religious worldviews (B3)</p>	<p>Identify some similarities and differences between ideas about what God is like in different religions</p> <p>Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray</p> <p>Explain similarities and differences between how people pray</p>	<p>Explain similarities and differences between ceremonies of commitment</p> <p>Explain similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught</p> <p>Explain some similarities and differences between the Golden Rule and</p>	<p>Explain how Christians sometimes disagree about what God is like, giving examples of how they interpret texts differently</p> <p>Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live</p> <p>Select and describe the most important functions of a place</p>	<p>Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding</p> <p>Explain some reasons why Christians and Humanists have different ideas about an afterlife</p> <p>Show understanding of the value of sacred buildings and art</p>	<p>Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews (B3)</p>

		<p>hold conversations about what Christmas means and what feelings go with the season</p> <p>talk about how celebrations are valued by Christians</p> <p>Express ideas about how to look after wildlife in response to the story of Muhammad and the Kittens</p>		<p>ceremonies studied</p>	<p>Recognise that sacred texts contain stories which are special to many people and should be treated with respect</p> <p>Notice and respond sensitively to how people from different faiths still tell the story of Jonah today</p> <p>Identify some similarities and differences between the celebrations studied</p>			<p>one other code for living. Explain how the Golden Rule is used by Christians and the followers of at least one other religion or non-religious belief system</p> <p>Explain some similarities and differences between the codes for living used by Christians and Jewish people</p> <p>Explain some similarities and differences between the codes for living used by Humanists and the followers of at least one religion</p>	<p>of worship for the community</p>	<p>Suggest ideas about why humans can be both good and bad, making links with Humanist ideas</p> <p>Describe some Humanist values simply</p> <p>Suggest ideas about why humans can be both good and bad, making links with Humanist and Christian ideas</p> <p>Describe some Christian and Humanist values simply</p> <p>Give examples of similarities and differences between Christian and Humanist values</p> <p>Consider similarities and differences between beliefs and behaviour in different faiths</p> <p>Consider and evaluate the significance of the key ideas studied, in relation to their own ideas</p> <p>Consider and evaluate the significance of the idea of grace in relation to their own ideas</p> <p>Consider and evaluate the significance of</p>	
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										grace in Christianity in relation to their own ideas	
Gain and deploy skills	<p>Begin to sing and learn from well know Christmas songs about Jesus and the story of the manger in Bethlehem</p> <p>Begin to create work drawing from the religious story, and share their creations, explaining the meanings of their work</p>	<p>create work about different festivals, and talk about the meaning of their creations</p> <p>Sing and learn from well know Christmas songs about Jesus and the story of the manger in Bethlehem</p> <p>Talk about things they find interesting, puzzling or wonderful in nature and also about their own experiences and feelings about the world</p> <p>Create work drawing from the religious story, and share their creations, explaining the meanings of their work</p> <p>identify some significant features of sacred places and holy places and apply these ideas when creating a special place of their own</p>	<p>Begin to explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry (C1)</p>	<p>Ask some questions about believing in God and offer some ideas of their own</p> <p>Describe some of the ways in which people use music in worship, and talk about how different kinds of music make them feel</p>	<p>Ask some questions about God that are hard to answer and offer some ideas of their own</p> <p>Ask and suggest answers to questions arising from The Lost Sheep</p> <p>Suggest their own ideas about The Lost Sheep and give reasons for its significance</p> <p>Suggest answers to questions arising from the story of Jonah</p> <p>Suggest their own ideas about meanings behind the story of Jonah</p> <p>Suggest their own ideas about stories from sacred texts and give reasons for their significance</p> <p>Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers</p> <p>Use creative ways to express their own ideas about the creation story</p>	<p>Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry (C1)</p>	<p>Ask questions and suggest some of their own responses to ideas about God</p> <p>Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts</p> <p>Ask questions and suggest some of their own responses to ideas about God, including the atheist idea: there is no God</p> <p>Discuss and present their own ideas about why there are many ideas about God</p> <p>Discuss and present ideas about what it means to be a Christian in Britain today, making links with their own experiences</p>	<p>Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief</p> <p>Discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own experiences</p>	<p>Present different views on why people believe in God or not, including their own ideas</p> <p>Enquire into what some atheists, agnostics and theists say about God, expressing their own ideas and arguments, using evidence and examples</p> <p>Present ideas about the importance of <i>people</i> in a place of worship, rather than the <i>place</i> itself</p>	<p>Examine the title questions from different perspectives, including their own</p>	<p>Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry (C1)</p>

					and what it says about what God is like						
	Begin to talk about somewhere that is special to themselves and places that are special to others, saying why	<p>understand their own feelings and those of others, stimulated by religious story.</p> <p>Talk about what the story of Muhammad and the Crying Camel says about God, the world and human beings</p> <p>Talk about what the story of Muhammad and the Kittens says about God, the world and human beings</p> <p>talk about somewhere that is special to themselves and places that are special to others, saying why</p>	Begin to find out about and respond with ideas to examples of co-operation between people who are different (C2)	Respond to examples of co-operation between different people	Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more	Find out about and respond with ideas to examples of co-operation between people who are different (C2)	Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others	<p>Present their own ideas about the most important attitudes and values to have today, making links with Christian values</p> <p>Discuss and present their own ideas about the value and challenge of religious commitment in Britain today</p> <p>Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others</p>	Find out about what believers say about their places of worship	<p>Apply ideas about values and from scriptures to the title question</p> <p>Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning</p>	Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect (C2)
	<p>Begin to talk about what Jesus teaches about keeping promises in a parable and say why keeping promises is a good thing to do</p> <p>Begin to talk about what people do to mess up the world and what they do to look after it</p> <p>Begin to talk about information on the ways different religious communities care for animals, nature and our world</p>	<p>talk about what Jesus teaches about keeping promises in a parable and say why keeping promises is a good thing to do</p> <p>talk about what people do to mess up the world and what they do to look after it</p> <p>talk about information on the ways different religious communities care for animals, nature and our world</p>	Begin to find out about questions of right and wrong and begin to express their ideas and opinions in response (C3)	Talk about issues of good and bad, right and wrong arising from stories	<p>Talk about issues of good and bad, right and wrong arising from the teachings</p> <p>Talk about issues of good and bad, right and wrong arising from the story of The Exodus and the Ten Commandments</p> <p>Consider and express thoughtful ideas about why Christians, Muslims and/or Jews still read the story of Jonah today</p>	Find out about questions of right and wrong and begin to express their ideas and opinions in response (C3)	Discuss their own and others' ideas about why humans do bad things and how people try to put things right	<p>Suggest some ideas about good ways to treat others, arising from their learning</p> <p>Discuss ideas about how people decide right and wrong</p> <p>Express ideas about right and wrong, good and bad for themselves, thinking about the ideas in the Ten Commandments</p> <p>Find out teachings from Judaism and Christianity about</p>	<p>Investigate and explain the challenges of following Jesus' teaching about love, forgiveness justice and/or generosity, expressing their own ideas</p> <p>Discuss their own ideas about the importance of values to live by, comparing them to Christian ideas</p> <p>Express their own understanding of what Jesus would do in relation to a moral dilemma</p>	Find out about religious teachings, charities and ways of expressing generosity	Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response (C3)

								<p>how to live a good life</p> <p>Discuss ways in which Christian and Jewish people might decide what is right and wrong</p> <p>Find out at least two Humanist teachings about how to live a good life</p> <p>Discuss their own and others' ideas about how people decide right and wrong, including ideas that come from Humanism and religious traditions</p> <p>Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity</p> <p>Find out at least two stories from religions that teach about temptation</p> <p>Discuss their own and others' ideas about how people decide right and wrong and how this can be affected by temptation</p> <p>Express ideas about right and wrong, good and bad for themselves,</p>	<p>from the world today</p>		
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