

RE Progression of Skills

KEY SKILLS: CHRISTIANITY		
Making Sense of the text	Understanding the impact	Making the connections
End of KS1	End of KS2	
<p><u>Making Sense of the text</u></p> <ul style="list-style-type: none"> Recognise that God, Creation, Incarnation and Salvation are part of a 'big story' of the Bible. Identify at least two different types of texts from the Bible; for example, examples of a story, a parable, a gospel account of Jesus' life, and instructions about how to behave. Tell stories from the Bible and recognise a link with a concept; for example, Creation, Incarnation, Gospel and Salvation. Give clear, simple accounts of what the texts mean to Christians. 	<p><u>Making Sense of the text</u></p> <ul style="list-style-type: none"> Order at least five key concepts within a timeline of the Bible's 'big story'. List two distinguishing features of at least three different types of biblical text, for example, Gospel, parable, letter. Make clear links between biblical texts and the key concepts studied. Offer suggestions about what texts might mean, and give examples of what the texts studied mean to some Christians. 	<p><u>Making Sense of the text</u></p> <ul style="list-style-type: none"> Outline the timeline of the 'big story' of the Bible, explaining the place within it of the core concepts studied. Identify at least five different types of biblical texts, using technical terms accurately. Explain connections between biblical texts and the key concepts studied, using theological terms. Taking account of the context(s), suggest meanings for biblical texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.
<p><u>Understanding the impact</u></p> <ul style="list-style-type: none"> Give at least three examples of ways in which Christians use Bible concepts, stories and texts to guide their beliefs, in their individual lives and in their church communities. Give at least three examples of how Christians put their beliefs into practice in church worship. 	<p><u>Understanding the impact</u></p> <ul style="list-style-type: none"> Make simple links between Bible texts and concepts studied and how Christians live in their whole lives and in their church communities. Describe how Christians show their beliefs in worship and in the way they live. 	<p><u>Understanding the impact</u></p> <ul style="list-style-type: none"> Make clear connections between Bible texts and concepts studied with what Christians believe, how Christians worship and how Christians behave in their whole lives, their church communities, and in the wider world. Show how Christians put their beliefs into practice in different ways, for example in different denominations.
<p><u>Making the connections</u></p> <ul style="list-style-type: none"> Think, talk and ask questions about whether the text has something to say to them, exploring different ideas. 	<p><u>Making the connections</u></p> <ul style="list-style-type: none"> Raise questions and suggest answers about how far the big ideas explored in the Bible and the concepts studied might make a difference to how pupils think and live. Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly. 	<p><u>Making the connections</u></p> <ul style="list-style-type: none"> Identify ideas arising from their study of texts and concepts, and comment on how far these are helpful or inspiring, justifying their responses. Weigh up how biblical ideas, teachings or beliefs relate to the issues, problems and opportunities of their own lives and the world today, developing insights of their own.

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	FS2	Y1	Y2	Y3	Y4	Y5	Y6
Creation/Fall	<p>Pupils will be able to recount part of the Old Testament creation story.</p> <ul style="list-style-type: none"> • Pupils will know Christians believe God made our wonderful world and so we should look after it. • Pupils will know that because Christians believe God is a name, they only use it in special ways. 	<ul style="list-style-type: none"> • Retell the story of creation from Genesis 1:1–2.3 simply. • Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible. • Say what the story tells Christians about God, Creation and the world. • Give at least one example of what Christians do to say thank you to God for the Creation. • Think, talk and ask questions about living in an amazing world. 	<ul style="list-style-type: none"> • Retell the story of creation from Genesis 1:1–2.3 simply. • Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible. • Say what the story tells Christians about God, Creation and the world. • Give at least one example of what Christians do to say thank you to God for the Creation. • Think, talk and ask questions about living in an amazing world 	<ul style="list-style-type: none"> • Place the concepts of God and Creation on a timeline of the Bible’s ‘Big Story’. • Make clear links between Genesis 1 and what Christians believe about God and Creation. • Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God’s creation is; care for the earth in some specific ways.) • Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians 	<ul style="list-style-type: none"> • Place the concepts of God, Creation and the Fall on a timeline of the Bible’s ‘Big Story’. • Offer suggestions about what the story of Adam and Eve might show about human nature and how to act. • Describe how and why Christians might pray to God, say sorry, forgive and ask for forgiveness. • Make links between what stories in the Bible say about human beings, and pupils’ own ideas about how people should behave 		<ul style="list-style-type: none"> • Outline the importance of Creation on the timeline of the ‘big story’ of the Bible. • Identify what type of text some Christians say Genesis 1 is, and its purpose. • 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. • Make clear connections between Genesis 1 and Christian belief about God as Creator. • Show understanding of why many Christians find science and faith go together. • Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. • Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.

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Incarnation	<ul style="list-style-type: none"> • Pupils will know that Christians believe God came to Earth in human form as Jesus. • Pupils will be able to retell part of the Christmas story. • Christians believe Jesus came to show that all people are precious and special to God. 	<ul style="list-style-type: none"> • Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. • Recognise that stories of Jesus' life come from the Gospels. • Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. • Decide what they personally have to be thankful for at Christmas time. <p>DRE</p> <ul style="list-style-type: none"> • I can talk about my friends and why I like them. • I can remember a story about Jesus showing friendship and talk about it. • I can say how Jesus tried to be a good friend. 	<ul style="list-style-type: none"> • Recognise that Incarnation is part of the 'Big Story' of the Bible. • Tell the story of the birth of Jesus and recognise the link with Incarnation — Jesus is 'God on Earth'. • Give at least two examples of ways in which Christians use the nativity story in churches and at home; for example, using nativity scenes and carols to celebrate Jesus' birth. • Think, talk and ask questions about the Christmas story and the lessons they might learn from it: for example, about being kind and generous. 	<ul style="list-style-type: none"> • Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter. • Offer suggestions about what texts about baptism and Trinity might mean. • Give examples of what these texts mean to some Christians today. • Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live. • Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like. 	<ul style="list-style-type: none"> • Identify John 1 as part of a 'Gospel', noting some differences between John and the other Gospels. • Offer suggestions for what texts about God might mean. • Give examples of what the texts studied mean to some Christians. • Describe how Christians show their beliefs about God the Trinity in the way they live. • Make links between some of the texts and teachings about God in the Bible and what people believe about God in the world today, expressing some ideas of their own clearly. 	<ul style="list-style-type: none"> • Explain the place of Incarnation and Messiah within the 'big story' of the Bible. • Identify Gospel and prophecy texts, using technical terms. • Explain connections between biblical texts, Incarnation and Messiah, using theological terms. • Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas. • Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. • Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives. 	<ul style="list-style-type: none"> • Explain connections between biblical texts and the idea of Jesus as Messiah, using theological terms. • Make clear connections between the texts and what Christians believe about Jesus as Messiah; for example, how they celebrate Palm Sunday. • Show how Christians express their beliefs about Jesus as Prince of Peace and as one who transforms lives, through bringing peace and transformation in the world. • Weigh up how far the world needs a Messiah, expressing their own insights.

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Salvation	<ul style="list-style-type: none"> • Pupils will be able to recount part of the Easter week story. • Pupils will be able to link the name 'He saves' to the Easter story'. • Pupils will be able to recount some stories of how Jesus came to show God's love. • Pupils will be able to give examples of how Christians show love to each other. 	<ul style="list-style-type: none"> • Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. • Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). • Recognise that Jesus gives instructions about how to behave. • Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. •Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas. 	<ul style="list-style-type: none"> • Recognise that God, Incarnation, Gospel and Salvation are part of the 'big story' of the Bible. • Tell stories of Holy Week and Easter and make a link with the idea of Salvation (Jesus rescuing people). • Give at least three examples of how Christians show their beliefs about Jesus as saviour in church worship. • Think, talk and ask questions about whether the text has something to say to them (for example, about whether forgiveness is important), exploring different ideas. 	<ul style="list-style-type: none"> • Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'. • Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean. •Give examples of what the texts studied mean to some Christians. •Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities. • Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. • Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly 		<ul style="list-style-type: none"> • Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it. • Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms. • Suggest meanings for narratives of Jesus' death/ resurrection, comparing their ideas with ways in which Christians interpret these texts. • Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper. • Show how Christians put their beliefs into practice. • Weigh up the value and impact of ideas of sacrifice in their own lives and the world today. 	<ul style="list-style-type: none"> • Explain connections between Isaiah 53, John 19 and the key concepts of Messiah, Sacrifice and Salvation, using theological terms. • Taking account of the context(s), suggest meanings for Isaiah 53 and John 19, and compare their ideas with ways in which Christians interpret these texts as showing the idea of Jesus as a sacrifice. • Make clear connections between the Christian concept of the sacrifice of Jesus and the idea of Salvation, and how Christians follow Jesus' example in giving themselves for others. • Weigh up how far the idea of sacrifice and the example of Jesus are inspiring in the world today and in their own thinking

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God	<ul style="list-style-type: none"> • Pupils will be able to recount part of the Old Testament creation story. • Pupils will know Christians believe God made our wonderful world and so we should look after it. • Pupils will know that because Christians believe God is a name, they only use it in special ways. 	<ul style="list-style-type: none"> • Identify what a parable is. • Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father. • Give clear, simple accounts of what the story means to Christians. • Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others. • Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example. • Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas 				<ul style="list-style-type: none"> • Identify some different types of biblical texts, using technical terms accurately. • Explain connections between biblical texts and Christian ideas of God, using theological terms. • Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed. • Show how Christians put their beliefs into practice in worship. 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. 	

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Gospel			<ul style="list-style-type: none"> • Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news. • Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. • Recognise that Jesus gives instructions to people about how to behave. • Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless. • Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession). • Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas. 		<ul style="list-style-type: none"> • Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus. • Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. • Offer suggestions about what Jesus' actions towards the leper might mean for a Christian. • Make simple links between Bible texts and the concept of 'Gospel' (good news). • Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching. • Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly 		<ul style="list-style-type: none"> • Identify features of Gospel texts (for example, teachings, parable, narrative). • Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations. • Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives. • Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.

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People of God	<ul style="list-style-type: none"> • Pupils will be able to retell God's promise to the world. • Pupils will recount the story of the flood with some accuracy. • Pupils will understand that Noah demonstrated faith. 				<ul style="list-style-type: none"> • Make clear links between the story of Noah and the idea of covenant. • Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. • Make links between the story of Noah and how we live in school and the wider world. 		<ul style="list-style-type: none"> • Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms. • Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave. • Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. • Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.

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Kingdom of God				<ul style="list-style-type: none"> •Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth. •Offer suggestions about what the description of Pentecost in Acts 2 might mean. •Give examples of what Pentecost means to some Christians now. • Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities. •Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas. 		<ul style="list-style-type: none"> •Explain connections between biblical texts and the concept of the Kingdom of God. •Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations. •Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community. • Relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas. 	

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<p>"WORKING AT" expectation. Most children are expected to reach these expectations.</p>	<p>GREEN DESCRIPTORS Personal resonance with or reflection on</p> <ul style="list-style-type: none"> • The concept / belief underlying the subject matter of the enquiry • Child's own thoughts, opinions, belief, empathy. 	<p>BLUE DESCRIPTORS Knowledge and understanding of the subject matter of that enquiry (subject knowledge)</p>	<p>RED DESCRIPTORS Skills of evaluation and critical thinking in relation to the big enquiry question</p>
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Judaism	Y1	Y1	Y3	Y4
	<p>Shabbat</p> <ul style="list-style-type: none"> • I can tell you which is my favourite day of the week and talk about food I would like to share in a special meal. • I can use the right names for things that are special to Jewish people during Shabbat and explain why. • I can start to make a connection between being Jewish and decisions about behaviour. 	<p>Rosh Hashanah and Yom Kippur.</p> <ul style="list-style-type: none"> • I can say how it feels to say sorry and what I have said sorry for. • I can tell you something that either Rosh Hashanah or Yom Kippur is about. • I can choose a picture and give my thinking on why this might be important to Jewish children at Rosh Hashanah or Yom Kippur. 	<ul style="list-style-type: none"> • I can give examples of agreements and contracts and explain how I would feel if one was broken. • I can tell you an affirmation/promise I would like to make. • I can start to explain what makes Jewish people believe they have a special relationship with God. • I can tell you some of the ways Jewish people express their special relationship with God and start to understand how that might feel. 	<ul style="list-style-type: none"> • I can discuss why I would choose to follow an instruction not to eat certain foods, who I would listen to and why. • I can describe some of the things Jews do to show respect to God. • I can start to identify how it would feel to keep Kashrut.

Islam	Y2	Y2	Y6
	<ul style="list-style-type: none"> • I can understand how meeting in a certain place could make me feel like I belong. • I can explain what happens when Muslims pray alone or at the mosque. • I can talk about how Muslims feel a sense of belonging when they are with other Muslims or when they pray on their own and say why this might be. 	<p>I can tell you about a special journey and why it was special to me.</p> <ul style="list-style-type: none"> • I can remember some of the events that happen during Hajj and start to explain why these are important to Muslims. • I can start to think about the significance of Hajj to a Muslim. 	<ul style="list-style-type: none"> • Pupils will be able to show an understanding of why people show commitment in different ways. • Pupils will be able to describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others. • Pupils will be able to think of some ways of showing commitment to God that would be better than others for Muslims.

Hinduism	Y3
	<ul style="list-style-type: none"> • I can explain some of the different roles I play whilst still being me. • I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything. • I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus.

Buddhism	Y4
	<ul style="list-style-type: none"> • I can suggest why there may be problems in the world and how people could help solve them. • I can recall one of the Buddha's stories and start to explain what the Buddha was teaching through it. • I can give an example of how Buddhists could learn from this and put the teaching into practice to make the world a better place.

Sikhism	Y5	Y5
	<ul style="list-style-type: none"> • I can identify the different levels of commitment I show to different things and explain these priorities. • I can make links between how Sikhs practise their religion and the beliefs that underpin this. • I can respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show. 	<ul style="list-style-type: none"> • I can explain how some stories can teach people about what is important and how to behave. • I can recognise that stories can be an important way of expressing belief and meaning and can explain the relevance of a Sikh story. • I can explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs.

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Discovery RE

<p>“WORKING AT” expectation. Most children are expected to reach these expectations.</p>	<p><u>GREEN DESCRIPTORS</u> Personal resonance with or reflection on:</p> <ul style="list-style-type: none"> • The concept / belief underlying the subject matter of the enquiry • Child’s own thoughts, opinions, belief, empathy. 	<p><u>BLUE DESCRIPTORS</u> Knowledge and understanding of the subject matter of that enquiry (subject knowledge)</p>	<p><u>RED DESCRIPTORS</u> Skills of evaluation and critical thinking in relation to the big enquiry question</p>
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Judaism Y1 - Shabbat		
<p>I can tell you my favourite day. I can tell you something on the special Shabbat table. I can tell you what Joshua might do on a Friday after school.</p>	<p>I can tell you which is my favourite day of the week and talk about food I would like to share in a special meal. I can use the right names for things that are special to Jewish people during Shabbat and explain why.. I can start to make a connection between being Jewish and decisions about behaviour</p>	<p>I can explain why a particular day is my favourite and why, and can talk about when I would share a special meal. I can talk about some of the things that Jewish people do to celebrate Shabbat. I can start to explain how certain beliefs affect decision-making.</p>

Judaism Y1 - Rosh Hashanah and Yom Kippur		
<p>I can tell you a time I said sorry. I can say something that Jews do at Rosh Hashanah or at Yom Kippur. I can show some awareness of what is important about Rosh Hashanah and Yom Kippur.</p>	<p>I can say how it feels to say sorry and what I have said sorry for. I can tell you something that either Rosh Hashanah or Yom Kippur is about. I can choose a picture and give my thinking on why this might be important to Jewish children at Rosh Hashanah or Yom Kippur.</p>	<p>I can tell you how it feels to forgive someone. I can tell you what I think is an important part of Rosh Hashanah or Yom Kippur. I can give a reason why one of the pictures I chose is important to Jewish children at Rosh Hashanah or Yom Kippur.</p>

Judaism Y1 - Incarnation		
<p>I can tell you who is my friend. I can say something about one of Jesus’ friends. I can say how Jesus was nice to people.</p>	<p>I can talk about my friends and why I like them. I can remember a story about Jesus showing friendship and talk about it. I can say how Jesus tried to be a good friend.</p>	<p>I can talk about times when I have been a good friend. I can tell a story about Jesus and His friends and say how He showed friendship in that story. I can say how Christians show friendship and how God helps them do this.</p>

Islam Y2		
<p>I can start to explain how it feels to belong. I can use the right words to describe what Muslims do and feel when they attend prayer at the mosque. I can start to explain when Muslims might feel like they belong.</p>	<p>I can understand how meeting in a certain place could make me feel like I belong. I can explain what happens when Muslims pray alone or at the mosque. I can talk about how Muslims feel a sense of belonging when they are with other Muslims or when they pray on their own and say why this might be.</p>	<p>I can explain how carrying out actions that are important to my group helps to remind me that I belong. I can describe how a Muslim achieves a sense of belonging through praying. I can put myself in a Muslim’s position and say if I would prefer to pray alone or with other Muslims at a mosque and give a reason why.</p>

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Islam Y2 - The Hajj		
<p>I can understand how meeting in a certain place could make me feel like I belong.</p> <p>I can explain what happens when Muslims pray alone or at the mosque.</p> <p>I can talk about how Muslims feel a sense of belonging when they are with other Muslims or when they pray on their own and say why this might be.</p>	<p>I can tell you about a special journey and why it was special to me.</p> <p>I can remember some of the events that happen during Hajj and start to explain why these are important to Muslims.</p> <p>I can start to think about the significance of Hajj to a Muslim.</p>	<p>I can explain how it felt to have to stop doing something to reach the target we had set.</p> <p>I can use the right words to describe how Muslims pray and begin to explain why they do this.</p> <p>I can start to think through how praying 5 times a day might help in some ways more than others</p>

Y3 Hinduism		
<p>I can tell you three important actions I could take to support a group I belong to. I can discuss my understanding of my group's symbol.</p> <p>I can describe some of the ways Hindus celebrate Divali and start to explain how I think Hindu children might feel at Divali.</p> <p>I can start to say why Divali might bring a sense of belonging to Hindus.</p>	<p>I can explain some of the different roles I play whilst still being me.</p> <p>I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything.</p> <p>I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus.</p>	<p>I can explain why water is important.</p> <p>I can describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it.</p> <p>I can empathise with the special feelings a Hindu might experience when taking part in a ritual at the RiverGanges</p>

Y3 Judaism		
<p>I can explain why agreements are important and why they should be kept.</p> <p>I can tell a Jewish story and say something Jewish people believe.</p> <p>I can start to explain the significance of an aspect of Jews' relationship with God</p>	<p>I can give examples of agreements and contracts and explain how I would feel if one was broken.</p> <p>I can tell you an affirmation/promise I would like to make.</p> <p>I can start to explain what makes Jewish people believe they have a special relationship with God</p> <p>. I can tell you some of the ways Jewish people express their special relationship with God and start to understand how that might feel.</p>	<p>I can explain that a promise can be an agreement or an affirmation and can give examples of these.</p> <p>I can tell you an affirmation I would like to make and explain why.</p> <p>I can make links between the Abraham and Moses stories and the Jewish belief that they are in a special relationship with God.</p> <p>I can start to relate to how Jews feel about their special relationship with God.</p>

Y4 Judaism		
<p>I can discuss why I would choose to follow an instruction not to eat certain foods.</p> <p>I can tell you about some of the things Jews can and can't eat if they keep Kosher.</p> <p>I can ask questions about aspects of the Seder meal or Kashrut laws to find out why they are important.</p>	<p>I can discuss why I would choose to follow an instruction not to eat certain foods, who I would listen to and why.</p> <p>I can describe some of the things Jews do to show respect to God.</p> <p>I can start to identify how it would feel to keep Kashrut.</p>	<p>I can explain how I might feel if I were not allowed to eat certain foods. I can also explain why I may choose to eat or not eat certain foods</p> <p>. I can identify and describe some of the ways Jews try to do as God asks and start to explain why they feel it is important to do so.</p> <p>I can give you my opinion as to whether these ways are important to Jews.</p>

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Y4 Buddhism		
<p>I can start to show an understanding of why people think it is difficult to be happy all the time. I can tell you some of the things Siddhattha did to try to be happy and explain why I think they didn't work for him. I can begin to show an understanding of what being happy means to Buddhists.</p>	<p>I can suggest why there may be problems in the world and how people could help solve them. I can recall one of the Buddha's stories and start to explain what the Buddha was teaching through it. I can give an example of how Buddhists could learn from this and put the teaching into practice to make the world a better place.</p>	<p>I can describe one of my 'good' choices and the consequence of it. I can also explain the consequences of making a different choice. I can describe how aspects of the 8-fold path would help Buddhists know how to live good lives. I can start to tell you why some aspects of the 8-fold path might be hard for some Buddhists to stick to.</p>
Y5 Sikhism - How far would a Sikh go for his/her religion?		
<p>I can start to explain why some things I do are more important to me than others and what difference that makes. I can use the right words to describe some of the ways Sikhs show their religion is important to them and start to explain why not all Sikhs practise their religion in the same way. I can start to explain why I think some practices are more important to Sikhs than others.</p>	<p>I can identify the different levels of commitment I show to different things and explain these priorities. I can make links between how Sikhs practise their religion and the beliefs that underpin this. I can respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show.</p>	<p>I can explain some of the beliefs that are important to me and how I choose to show commitment to them. I can use a wide range of religious vocabulary in suggesting reasons for the differences in the ways Sikhs choose to commit to and express their religion. I can express my opinion as to why Sikhs seem to show different levels of commitment and comment on this.</p>
Y5 Sikhism - Are Sikh stories important today?		
<p>I can identify the different levels of commitment I show to different things and explain these priorities. I can make links between how Sikhs practise their religion and the beliefs that underpin this. I can respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show.</p>	<p>I can explain how some stories can teach people about what is important and how to behave. I can recognise that stories can be an important way of expressing belief and meaning and can explain the relevance of a Sikh story. I can explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs.</p>	<p>I can show an understanding of why people show commitment in different ways. I can describe how different practices enable Sikhs to show their commitment to God and understand that some of these will be more significant to some Sikhs than others. I can start to express what I think about the best way a Sikh could show commitment to God.</p>
Y6 Islam		
<p>Pupils will express why showing commitment to something may be a good thing Pupils will describe some of the ways that Muslims choose to show commitment to God. Pupils will explain why there might be different ways of showing commitment.</p>	<p>Pupils will be able to show an understanding of why people show commitment in different ways. Pupils will be able to describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others. Pupils will be able to think of some ways of showing commitment to God that would be better than others for Muslims.</p>	<p>Pupils will explain why one way of showing commitment may not be better than another Pupils will explore why Muslims choose to show commitment to God in the ways that they do and how this might impact on their lives. Pupils will explain that individuals choose to show different degrees of commitment to their religion and can relate this to commitments I make in my life.</p>

RE Progression of Skills

Lower Key Stage 2 (Yrs 3 & 4)						
Discovery RE Enquiry	Religions studied:	British Values				
		Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
Year 3						
Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child? OR Does joining the Khalsa make a person a better Sikh?	Hinduism Sikhism		✓	✓	✓	✓
Has Christmas lost its true meaning?	Christianity			✓	✓	✓
Could Jesus heal people? Were these miracles or is there some other explanation?	Christianity			✓	✓	✓
What is 'good' about Good Friday?	Christianity			✓	✓	✓
How can Brahman be everywhere and in everything? OR Do Sikhs think it is important to share?	Hinduism Sikhism		✓ (Guru Granth Sahib – share with those in need)	✓	✓	✓
Would visiting the River Ganges feel special to a non-Hindu? OR What is the best way for a Sikh to show commitment to God?	Hinduism Sikhism		✓ (Guru Granth Sahib)	✓	✓	✓

Lower Key Stage 2 (Yrs 3 & 4)						
Discovery RE Enquiry	Religions studied:	British Values				
		Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
Year 4						
How special is the relationship Jews have with God? OR Is it possible for everyone to be happy?	Judaism Buddhism		✓ (The Covenant/Torah)	✓	✓	✓
What is the most significant part of the nativity story for Christians today?	Christianity			✓	✓	✓
How important is it for Jewish people to do what God asks them to do? OR Can the Buddha's teachings make the world a better place?	Judaism Buddhism		✓ (kashrut/ UNCRC)	✓	✓	✓
Is forgiveness always possible for Christians?	Christianity		✓ (Jesus allowed himself to be condemned under the law of his land)	✓ (Jesus willingly gave his up)	✓	✓
What is the best way for a Jew to show commitment to God? OR What is the best way for a Buddhist to lead a good life?	Judaism Buddhism		✓ (The Covenant/Torah)	✓	✓	✓
Do people need to go to church to show they are Christians?	Christianity			✓	✓	✓
Why are there four gospels and how are they relevant to Christians today?	Christianity			✓	✓	✓

Key Stage 1						
Discovery RE Enquiry	Religions studied:	British Values				
		Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
Year 1						
Does God want Christians to look after the world?	Christianity		✓ not to damage others' property /graffiti etc.		✓	✓
What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	Christianity			✓	✓	✓
Was it always easy for Jesus to show friendship?	Christianity			✓	✓	✓
Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Christianity	✓	✓ (Roman rule/ how to treat monarchy)		✓	✓
Is Shabbat important to Jewish children?	Judaism		✓ (Shabbat rules)	✓ (choice about party in assessment)	✓	✓
Are Rosh Hashanah and Yom Kippur important to Jewish children?	Judaism			✓	✓	✓

Key Stage 1						
Discovery RE Enquiry	Religions studied:	British Values				
		Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
Year 2						
Is it possible to be kind to everyone all of the time?	Christianity			✓	✓	✓
Why do Christians believe God gave Jesus to the world?	Christianity				✓	✓
How important is it for Jewish people to do what God asks them to do? OR Does praying at regular intervals every day help a Muslim in his/her everyday life?	Judaism Islam		✓ (Passover rules)	✓	✓	✓
How important is it to Christians that Jesus came back to life after his crucifixion?	Christianity		✓ (Jesus allowed himself to be condemned under the law of his land)		✓	✓
How special is the relationship Jews have with God? OR Does going to a mosque gives Muslims a sense of belonging?	Judaism Islam		✓ (The Covenant) ✓ (prayer in the Qur'an/ pillar of Islam)	✓	✓	✓
What is the best way for a Jew to show commitment to God? OR Does completing Hajj make a person a better Muslim?	Judaism Islam		✓ (613 rules) ✓ (Hajj as a pillar of Islam)	✓	✓	✓

RE Progression of Skills

Lower Key Stage 2 (Yrs 5 & 6)						
Discovery RE Enquiry	Religions studied:	British Values				
		Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
Year 5						
How far would a Sikh go for his/her religion? OR What is the best way for a Hindu to show commitment to God?	Sikhism Hinduism	✓ ✓ (Vedas)	✓ (how much does a Sikh give up)	✓ ✓	✓ ✓	✓ ✓
Is the Christmas story true?	Christianity			✓	✓	
Are Sikh stories important today? OR How can Brahman be everywhere and in everything?	Sikhism Hinduism	✓ (Guru Granth Sahib)		✓ ✓	✓ ✓	
How significant is it for Christians to believe God intended Jesus to die?	Christianity	✓ (Jesus was subject to Roman trial)		✓	✓	
What is the best way for a Sikh to show commitment to God? OR Do beliefs in karma, samsara and moksha help Hindus lead good lives?	Sikhism Hinduism	✓ (Guru Granth Sahib) ✓ Bhagavad Gita/ Upanishads		✓ ✓	✓ ✓	
What is the best way for a Christian to show commitment to God?	Christianity	✓ (10 commandments)	✓ Martin Luther King	✓	✓	
Does belief in the Trinity help Christians make better sense of God as a whole?	Christianity			✓	✓	

Upper Key Stage 2 (Yr 6)						
Discovery RE Enquiry	Religions studied:	British Values				
		Democracy	Rule of Law	Individual Liberty	Mutual Respect	Tolerance of those of different faiths and beliefs
Year 6						
What is the best way for a Muslim to show commitment to God?	Islam		✓ (5 pillars)	✓	✓	✓
How significant is it that Mary was Jesus' mother? OR Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?	Christianity	✓ (class vote) ✓		✓ (her choice)	✓ ✓	✓ ✓
Is anything ever eternal?	Christianity			✓	✓	
Is Christianity still a strong religion 2000 years after Jesus was on Earth?	Christianity	✓	✓	✓	✓	✓
Does belief in Akhirah (life after death) help Muslims lead good lives? (Double unit)	Islam	✓ (respecting law and leading peaceful lives)	✓ (Qur'an)	✓	✓	✓
Optional enquiry: How did Jesus create a 'New Covenant' and what does that mean to Christians today?	Christianity	✓		✓	✓	