



Sky RE Curriculum Overview

EYFS RE Curriculum

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Components	<p>Being Special: where do we belong?</p> <p>C1: How do we show respect for one another? C2: How do we show love? C3: How do you know what people are feeling? C4: How do we show people they are welcome? C5: What things can we do better together rather than on our own?</p>	<p>Why is Christmas special for Christians?</p> <p>C1: What special stories about Jesus are in the bible? C2: Why do Christians perform nativity plays at Christmas? C3: Why do Christians celebrate Jesus' birthday? C4: What special things do Christians do at Christmas? C5: What makes every person unique and precious?</p>	<p>Why is the word of God so important to Christians?</p> <p>C1: What does the word 'God' mean? C2: Which people believe in God? C3: What is amazing about the world? C4: What do Christians say about God as creator? C5: What is the story that Christians and Jews use to think about the creator? C6: What do Christians and other people think about the world and how we should treat it?</p>	<p>Why is Easter special to Christians?</p> <p>C1: What happens at the end of winter and beginning of spring? C2: How do 'dead' plants and trees come alive again? C3: What do Christians believe happened to Jesus? Why do Christians think this is such an important story? C4: What do Christians do at Easter? C5: Why do we have Easter eggs?</p>	<p>What places are special and why?</p> <p>C1: Where do we feel safe and why? C2: Where do we feel happy and why? C3: Where is special to me? C4: Where is a special place for believers to go? C5: What makes this place special?</p>	<p>What stories are special and why?</p> <p>C1: What is your favourite story and why? C2: What do you know about Jesus? C3: Do you know any bible stories that are special to Christians? C4: Who are the stories about and what happens in the stories? C5: What stories do you know that tell people how you should behave towards other people? C6: Are there any similarities and differences between the special stories?</p>

EYFS Assessment Checkpoints

Assessment checkpoint:
Children who are secure will be able to:

- ✓ Share and record occasions when things have happened in their lives that made them feel special
- ✓ Recall simply what happens at a traditional Christian infant baptism and dedication
- ✓ Recall simply what happens when a baby is welcomed into a religion, other than Christianity.

Assessment Checkpoint:
Children who are secure will be able to:

- ✓ Talk about people who are special to them.
- ✓ Say what makes their family and friends special to them.
- ✓ Recall what happens at a traditional Christian festival (Christmas)
- ✓ Retell religious stories

Assessment Checkpoint:
Children who are secure will be able to:

- ✓ Talk about things they find interesting, puzzling or wonderful and also about their own experiences in the world
- ✓ Retell stories talking about what they say about the world, God and human beings.
- ✓ Think about the wonders of the natural world, expressing ideas and feelings
- ✓ Say how and when Christians like to thank their creator
- ✓ Talk about how people look after the world.

Assessment Checkpoint:
Children who are secure will be able to:

- ✓ Talk about ideas of new life in nature
- ✓ Recognise some symbols Christians use during 'Holy Week' e.g. palm leaves, cross, eggs, etc and make connections with signs of new life
- ✓ Talk about some ways Christians remember these stories at Easter.

Assessment Checkpoint:
Children who are secure will be able to:

- ✓ Talk about somewhere that is special to themselves, saying why
- ✓ Recognise that some religious people have places which have a special meaning for them
- ✓ Talk about the things that are special and valued in a place of worship
- ✓ Explore own Begin to recognise that for Christians, Muslims or Jews these special places link to beliefs about God.

Assessment Checkpoint:
Children who are secure will be able to:

- ✓ Talk about some religious stories and recognise some religious words
- ✓ Identify some of their own feelings in the stories they hear
- ✓ Identify a sacred text e.g. Bible, Torah
- ✓ Talk about some of the things these stories teach believers

Year 1 RE Curriculum

Y1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1 Components	<p>What does it mean to belong to a faith community?</p> <p>C1: Know what being part of a community means C2: Explain ways in which people in different faiths show they belong? C3: Explain how every person is valuable in a community with examples C4: Know how Christians and Muslims welcome a new baby C5: Explain how a marriage ceremony looks in different faiths C6: Explain what matters about being in a community</p>	<p>What do Christians believe God is like? (God)</p> <p>C1: Explain what a parable is C2: Retell the parable of 'The Lost Son' C3: Explain what the 'Lost Son' mean to Christians C4: How Christians show they believe God is loving and forgiving C5: Explore Christians put their beliefs into practice C6: Explain how we can show forgiveness to others</p>	<p>Who is Jewish and how do they live? (God/Torah/People) Part 1</p> <p>C1: What do Jews believe about God? C2: Know what the Shema is C3: Know how Jewish people remember God C4: Retell the story of Chanukah C5: Retell some of the stories Jewish people tell? C6: Know how Jewish stories are used in celebrations</p>	<p>Who is Jewish and how do they live? (God/Torah/People) Part 2</p> <p>C1: Know what special items Jews have in their homes. C2: Explain what Shabbat is. C3: Explain what Sukkot is. C4: Explain how these stories link to how Jews live. C5: Give my own views on Jewish practices. C6: Explain how Jewish practices link to you.</p>	<p>Who do Christians say made the world? (Creation)</p> <p>C1: Know what is special about our world C2: Retell the Creation story C3: Know what the story of Creation tells Christians about God, Creation and the world C4: Know how Christians say thank you to God for our world C5: Know how Christians say thank you to God for our food C6: Say what we are thankful for</p>	<p>How should we care for the world and for others and why does it matter?</p> <p>C1: Know what Christians and Jewish people believe about caring for people C2: Explain how this links to what non-religious people believe about caring for people C3: Explain how some religious and non-religious people show that they care for people C4: Know what stories Christians tell about the beginning of the world and how to treat the world C5: Know what stories Jewish people tell about the beginning of the world and how to treat the world C6: Explore the if you have to be religious to care for the world</p>
Year 1 Assessment Checkpoints	<p>Assessment checkpoint: Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Explain what being part of a community means ✓ Show how different faiths have communities ✓ Know how different faiths celebrate marriage and birth ✓ Know the importance of being in a community 	<p>Assessment Checkpoint: Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Know what a parable is ✓ Explain what the parable of the Lost Son means ✓ Explain ways that Christians put their beliefs into practice 	<p>Assessment Checkpoint: Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Know what Shema is. ✓ Retell the story of Chanukah. ✓ Know how Jewish stories are used in celebrations. 	<p>Assessment Checkpoint: Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Recall some special items in Jewish homes ✓ Explain what Shabbat and Sukkot ✓ Give similarities to Jewish practices and my life 	<p>Assessment Checkpoint: Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Retell the creation story ✓ Give some ways that Christian show they are thankful to God ✓ Say what I am thankful for 	<p>Assessment Checkpoint: Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Compare Christian and Jewish practices for caring for our world ✓ Compare Christian and Jewish creation stories ✓ Give personal opinions

Year 2 RE Curriculum

Y2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2 Components	<p>Who is a Muslim and how do they live? (God/Pillars/Muhammad/Tawhid/Iman) <i>Part 1</i></p> <p>C1: Explain why the words of the Shahadah are important to Muslims C2: Know what Muslims believe about God C3: Know the names of Allah and what they mean C4: Explain what the stories of the Prophet show what Muslims believe C5: Compare the beliefs of Muslims to the Jewish and Christian faith</p>	<p>Why does Christmas matter to Christians? (Incarnation)</p> <p>C1: Know what happened in the story of Jesus' birth C2: Explain what Advent means and know how this is recognised in Churches C3: Know what Christians believe about Christmas C4: Know some of the ways Christians act at Christmas C5: Explore what is Christmas time like for other people of different faiths or no faith C6: Say what we have to be thankful for at Christmas time</p>	<p>Who is a Muslim and how do they live? (God/Pillars/Muhammad/Tawhid/Iman) <i>Part 2</i></p> <p>C1: Know how stories guide Muslim's beliefs and actions C2: Know how Muslims put their prayers into action C3: Explore what we think about Muslim beliefs and ways of living C4: Explain what is good about Muslim prayer, respect, celebration, and self-control C5: Explain how respect, prayer celebration and self-control link to us and our lives</p>	<p>Why does Easter matter to Christians? (Salvation)</p> <p>C1: Know the events of Holy week C2: Sequence the story of Easter C3: Explore how would it have felt to be a friend of Jesus during Holy Week C4: Explain what the Easter story teaches us C5: Know how Christians celebrate the Easter festival C6: Explore why do people find it helpful to believe in heaven</p>	<p>What is the 'good news' Christians believe Jesus brings? (Gospel)</p> <p>C1: Know what the Bible is C2: Explain what the Bible mean to Christians C3: Explain why Jesus chose 12 disciples C4: Explain what Jesus teaches Christians about how they should live C5: Know some of the ways that Christians put their beliefs into practice C6: Explain how Christians show forgiveness and peace C7: Consider if the 'good news' is only good for Christians</p>	<p>What makes some places sacred to believers?</p> <p>C1: Say which places are important to me and explain why C2: Know which place of worship is sacred to Christians C3: Know what place of worship is sacred to Jewish people C4: Know which place of worship is sacred to Muslims C5: Explain how places of worship are similar and different C6: Explain why places of worship are important to our community</p>
Year 2 Assessment Checkpoints	<p>Assessment checkpoint: Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Explain the importance of the Shahadah to Muslims ✓ Know the stories of the Prophet and how this shaped the Muslim faith ✓ Compare the faiths learned – Islam, Judaism, Christianity 	<p>Assessment Checkpoint: Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Know the Christmas story ✓ Explain the meaning of Advent ✓ Recall some of the ways Christians act at Christmas time ✓ Compare what the Christmas period looks like in other households of different faiths, including no faith 	<p>Assessment Checkpoint: Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Know some Muslim stories that show Muslims how to live their lives ✓ Explain how Muslims pray ✓ Give personal views of the actions and beliefs of a religion – comparing it to our own lives 	<p>Assessment Checkpoint: Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Sequence the events of Holy Week ✓ Know the Easter story ✓ Explain the importance of the Easter story ✓ Give ways that Christians celebrate Easter 	<p>Assessment Checkpoint: Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Know about the structure and contents of the Bible ✓ Explain the significance of the Bible for Christians ✓ Explain what Jesus teaches Christians ✓ Explore own viewpoints about forgiveness and peace 	<p>Assessment Checkpoint: Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Know sacred places of worship for different faiths ✓ Compare different places of worship ✓ Know why places of worship are important to communities

Year 3 RE Curriculum

Y3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3 Components	<p>What do Christians learn from the creation story?</p> <p>C1: Know where God and Creation fit on a timeline of the Bible's big story C2: Explain what Genesis 1 tells us about what Christians believe about God and Creation C3: Explain what the story of 'the Fall' teaches about why things go wrong C4: Explain how Christians show they believe God is the Creator C5: Explain what might be important in the creation story for Christians today C6: Explain why the Creation story is important for non-religious people</p>	<p>What is it like for someone to follow God?</p> <p>C1: Explain what the covenant is C2: Explain how a wedding ceremony is linked to the story of Noah C3: Explain how we live in school is linked to Noah's story C4: Explain how we live in the wider world is linked to Noah's story? C5: Explore the importance of promises to everyone</p>	<p>How do festivals and worship show what matters to a Muslim?</p> <p>C1: Recall what we already know about Muslims and the Islam faith C2: Know what the opening chapter of the Qur'an teaches Muslims about God C3: Explain why prayer is such an important aspect of their daily life C4: Know why the mosque is a special place for Muslims C5: Explain why Muslims celebrate at the end of Ramadan C6: Explain how festivals and worship show what matters to a Muslim C7: Explore what I can learn from the Islam faith</p>	<p>How do festivals and family life show what matters to Jewish people?</p> <p>C1: Explore different celebrations and know what all celebrations have in common C2: Know what Jewish families celebrate every week C3: Know why Jewish people celebrate Rosh Hashanah C4: Know why Jewish people celebrate Yom Kippur C5: Explain why Pesach important for Jews C6: Explain why commandments and blessings are important to Jewish people</p>	<p>What kind of world did Jesus want?</p> <p>C1: Know the key points in the life of Jesus C2: Explain why Christians try to be 'fishers of people'? C3: Explain what Jesus' actions towards the leper teach Christians C4: Explain how the 'Gospel' link to the Bible C5: Explain how Jesus taught Christians to show love C6: Know some of the ways that Christians show love through being active in their faith C7: Explain why acting with love is important in the world today</p>	<p>How and why do people try to make the world a better place?</p> <p>C1: Know some of the ways in which the world is not always a good place C2: Explain how religious people try to live and make the world a better place C3: Explain why religious people try to make the world a better place C4: Know how people of different religions put their beliefs into action? C5: Explore the question 'Do you have to be religious to make the world a better place?' C6: Know how we can all act to make the world a better place</p>

Year 3 Assessment Checkpoints

Assessment checkpoint:
Children who are secure will be able to:

- ✓ Know the significance of God and the creation story for Christians
- ✓ Explain how the creation story is still relevant to Christians and non-faith people today

Assessment Checkpoint:
Children who are secure will be able to:

- ✓ Know the key differences between the Old and New Testament
- ✓ Know the story of Noah and what it means
- ✓ Explain how Noah's story is still relevant today
- ✓ Explain the importance of a promise

Assessment Checkpoint:
Children who are secure will be able to:

- ✓ Know that the Qur'an teaches Muslims about God
- ✓ Know why prayer is so important to Muslims
- ✓ Know the importance of a Mosque to the Islam faith
- ✓ Know what Ramadan is

Assessment Checkpoint:
Children who are secure will be able to:

- ✓ Understand the significance of celebrations
- ✓ Know about the festivals of Rosh Hashanah, Yom Kippur and Pesach
- ✓ Explain the importance of blessings to people of the Jewish faith

Assessment Checkpoint:
Children who are secure will be able to:

- ✓ Know about Jesus' life and his teaching
- ✓ Explain how Christians live their life through Jesus' example
- ✓ Explain why it is important for all people to act with love in today's world

Assessment Checkpoint:
Children who are secure will be able to:

- ✓ Know about how people of different faiths act to make our world a better place
- ✓ Identify ways in which we can act to make our world a better place
- ✓ Give viewpoints on religion

Year 4 RE Curriculum

Y4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4 Components	<p>What is the 'Trinity' and why is it important for Christians?</p> <p>C1: Explain the differences between a 'Gospel' and a letter C2: Know what the Bible teaches about baptism C3: Know what the Bible teaches about the Trinity C4: Explain what the Bible means to Christians today C5: Explain how Christians show their beliefs about the Trinity C6: Explain what you think the God of Christianity is like based on all your learning so far</p>	<p>What do Hindus believe God is like?</p> <p>C1: Know what Hindu symbols and stories show about belief in Brahman C2: Know how many gods there in popular Hinduism and why C3: Explain what the Trimurti represents C4: Know what Hindu deities show about Brahman C5: Explain what Hindu worship in the home is like C6: Explain how the idea of Brahman being in everything affects the actions of a Hindu</p>	<p>How and why do people in Cornwall mark significant events in community life?</p> <p>C1: Know what significant events are unique to Cornwall C2: Explain the purpose of the Helston Flora day festival C3: Explain the purpose of the Mazey day festival C4: Explain the purpose of the Obby Oss festival C5: Know what significant events are in my local area C6: Explain how these festivals are important to the Cornish community</p>	<p>Why do Christians call the day Jesus died, 'Good Friday?'</p> <p>C1: Know where the theme of Salvation fits into the 'big story' of the Bible C2: Explain what the word Salvation mean to Christians C3: Explain why Holy Week important to Christians C4: Explain how Christians mark the Easter events in their communities C5: Explain ways in which Christians show their beliefs about Jesus C6: Explain why you think it is called 'Good Friday'</p>	<p>For Christians, when Jesus left, what was the impact of the Pentecost?</p> <p>C1: Know how Pentecost is linked to the 'Kingdom of God' C2: Consider what the events of Pentecost mean C3: Explain what Pentecost means to Christians today C4: Explain what links Pentecost, the Holy Spirit, the Kingdom of God and how Christians live C5: Know how Christians show their beliefs about the Holy Spirit C6: Explore the worldwide view of Christianity today</p>	<p>What does it mean to be a Hindu in Britain today?</p> <p>C1: Know how Hindus show their faith at home C2: Know how Hindus show their faith when they're together C3: Know what dharma is and explain why it is important C4: Explain how Hindus celebrate Diwali today C5: Know how the Diwali story links to a Hindu deity C6: Explain what it is like to be a Hindu in Britain today</p>
Year 4 Assessment Checkpoints	<p>Assessment checkpoint: Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Know what the Trinity is ✓ Explain the importance of the Trinity to Christians ✓ Consider what they believe God to be like 	<p>Assessment Checkpoint: Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Know Hindu symbols and stories and their meaning ✓ Explain what the Trimurti represents ✓ Explain about why there are many Hindu Gods ✓ Know how Hindus worship at home 	<p>Assessment Checkpoint: Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Know and describe various significant events and festivals in Cornwall ✓ Know the significance of these events – on people and Cornwall 	<p>Assessment Checkpoint: Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Understand the term Salvation to Christians ✓ Explain why Holy Week is important to Christians ✓ Explain how Christians show their belief as this time of year and others ✓ Explain why it is called Good Friday 	<p>Assessment Checkpoint: Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Explain the importance of Pentecost for the Church and Christians ✓ Explain what Christians believe about the Holy Spirit ✓ Know the worldwide view of Christianity today 	<p>Assessment Checkpoint: Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Explain what dharma is ✓ Explain how Diwali is celebrated and why ✓ Identify what it might be like for a Hindu living in Britain today

Year 5 RE Curriculum

Y5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5 Components	<p>What does it mean if Christians believe God is holy and loving?</p> <p>C1: Explore and identify the different types of biblical text C2: Explore and identify what the Bible teaches us about God C3: Identify how the Bible links to the Christian idea of a Holy and loving God C4: Explain ways in which Christians put their beliefs into practice C5: Explore whether it would make a difference to our world if more people believed in God today</p>	<p>What does it mean to be a Muslim in Britain today?</p> <p>C1: Know about Muslim communities in the United Kingdom C2: Explain what helps Muslims through the journey of life C3: Explain why Zakah/charity work is important C4: Explain why Muslims want to go on pilgrimage C5: Explore where Muslims get guidance for living their lives C6: Explore what it means to be a Muslim in Britain today</p>	<p>Why do Christians believe Jesus was the Messiah?</p> <p>C1: Know where Incarnation fits into the 'big story' of the Bible C2: Explore what the bible says about the Messiah C3: Explore how the ideas of the Incarnation and the Messiah link C4: Explain how Christians put their beliefs about Jesus' incarnation into practice at Christmas time C5: Explain how the idea that Jesus is the Messiah makes sense in the wider story of the Bible C6: Consider whether Jesus is important in the world today</p>	<p>Why is the Torah so important to Jewish people?</p> <p>C1: Know about Jewish communities in the United Kingdom C2: Know what Jews believe about God and compare this to a Christian C3: Explain how Jews remember their beliefs about God C4: Know what a Sefer Torah is and explain how it is used C5: Explore if there are any laws that Jewish people need to follow C6: Know and explain what happens at worship at a synagogue C7: Identify how the values of Jewish people could relate to non-religious people</p>	<p>Christians and how to live: 'What would Jesus do?'</p> <p>C1: Know what the features of the Gospels are C2: Explain the purpose and meaning of the Gospel texts C3: Know the commandments and explain how they help Christians decide how to live C4: Know how Christians use Jesus' words as their foundation for living C5: Explain how religious and non-religious people show Jesus' teachings C6: Explore how what you've learnt links to how you live</p>	<p>What matters most to Humanists and Christians?</p> <p>C1: Explore the importance of rules C2: Know what a humanist believes and explain what values for living do non-religious people use C3: Explain what values matter most to Christians and how do they show it C4: Explore if any values for life are more important than others C5: Compare the values between Humanists, Christians and other faiths studied C6: Create a code for living that will help the world</p>

Year 5 Assessment Checkpoints

<p>Assessment checkpoint: Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Know that there are different types of writing in the Bible ✓ Identify how the Bible links to the Christian's beliefs that God is holy and loving ✓ Explains ways in which Christians show their beliefs ✓ Give personal opinions on the impact of religion 	<p>Assessment Checkpoint: Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Explain what helps Muslims live life in the way they believe they should ✓ Explain why charity work is important ✓ Explain the significance of pilgrimage 	<p>Assessment Checkpoint: Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Know what incarnation means and how this fits into the Bible ✓ Know what the Bible says about the Messiah ✓ Explain how Christian's beliefs are shown at Christmas time ✓ Give personal views on the importance of religion in today's world 	<p>Assessment Checkpoint: Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Know what Jews believe about God and compare this to Christianity ✓ Explain how the Sefer Torah is used ✓ Know some of the laws that Jewish people must follow ✓ Explain what happens during worship in a synagogue 	<p>Assessment Checkpoint: Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Explain the purpose of the Gospels ✓ Know the commandments and explain their influence on Christians ✓ Consider how all types of people use the teachings of Jesus 	<p>Assessment Checkpoint: Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Know what a Humanist believes in ✓ Compare values across all faiths studied ✓ Give opinions on values and their significance
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Year 6 RE Curriculum

Y6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6 Components	<p>Creation and Science: conflicting or complementary?</p> <p>C1: Identify the key messages in Genesis 1 C2: Consider the meaning of Genesis 1 to different people and different religions C3: Explain what Genesis 1 teaches Christians about God as the Creator C4: Explore the relationship between science and faith C5: Identify how for some people the ideas from Genesis 1 are inspiring C6: Consider whether Genesis 1 is in conflict or complementary to science and why</p>	<p>Why do some people believe in God and some people not?</p> <p>C1: Know how belief in God has changed overtime across the world C2: Explore why the rates of Christianity may have changed overtime C3: Explore the reasons why some people believe or do not believe in God C4: Consider what people say about science and believing in God C5: Explain what impact believing in God has on how people think and live C6: Consider our own beliefs and views on religion</p>	<p>Why do Hindus want to be good?</p> <p>C1: Know and explain what Brahman is C2: Know and explain what atman is C3: Explain why atman is important C4: Explain how dharma affects the way that someone might live their life C5: Explore what example Gandhi set about how to live C6: Identify ways in which Hindus try to live a life of goodness</p>	<p>What do Christians believe Jesus did to 'save' people?</p> <p>C1: Identify how and where the theme of Salvation fits into the 'big story' of the Bible C2: Explain what Christians mean when they say Jesus' death was a sacrifice C3: Explain what Jesus' death and resurrection mean to Christians C4: Know why Christians celebrate Holy Communion and explain its significance C5: Explain what is the impact and value of sacrifice in the world today</p>	<p>For Christians, what kind of king is Jesus?</p> <p>C1: Explain what is meant by the 'Kingdom of God'? C2: Explore what biblical texts show about the 'Kingdom of God' C3: Identify ways in which the 'Kingdom of God' links to the world today C4: Explain why love and service is important to communities</p>	<p>How does faith help people when life gets hard?</p> <p>C1: Explore the journey of life on a timeline C2: Identify some challenging times in my life and explain what helped me C3: Identify people who can help when life gets hard C4: Identify and explain ways to help myself through challenging times C5: Explore how people of different faiths manage in times of challenge C6: Consider if having faith makes challenging times easier to bear</p>
Year 6 Assessment Checkpoints	<p>Assessment checkpoint: Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Know the message and deeper meaning of Genesis 1 ✓ Further explore the relationship between science and faith ✓ Consider how the meaning of Genesis 1 is different to different people 	<p>Assessment Checkpoint: Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Know how the number of Christians has changed ✓ Identify some reasons why Christianity has declined in the UK ✓ Consider the viewpoint of science and religion ✓ Give personal opinions on beliefs and religions 	<p>Assessment Checkpoint: Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Explain what Brahman and Atman is and why they are important ✓ Explain the significance of Dharma ✓ Give examples of how Hindus try to live a good life 	<p>Assessment Checkpoint: Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Identify the theme of Salvation in the Bible ✓ Know why Christians believe Jesus' death was a sacrifice ✓ Explain the significance of Holy Communion ✓ Consider the impact of sacrifice in the modern world 	<p>Assessment Checkpoint: Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Explain what is meant by the Kingdom of God ✓ Give examples of love and service is important 	<p>Assessment Checkpoint: Children who are secure will be able to:</p> <ul style="list-style-type: none"> ✓ Identify times when life is challenging ✓ Know who to turn for to support ✓ Explain ways to help yourself through difficult times ✓ Consider the importance of faith during challenging times in life

RE Knowledge Progression Map

	EIFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Making Sense	<p>Early Learning Goal for People, Culture and Communities:</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>	<p>Recognise that loving others is important in lots of communities</p> <p>Say simply what Jesus and one other religious leader taught about loving other people</p> <p>Identify what a parable is</p> <p>Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father</p> <p>Give clear, simple accounts of what the story means to Christians</p> <p>Retell the story of creation from Genesis 1:1–2:3 simply</p> <p>Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible</p> <p>Say what the story tells Christians about God, Creation and the world</p> <p>Identify a story or text that says something about each person being unique and valuable</p> <p>Give an example of a key belief some people find in one of these stories (e.g. that God loves all people)</p> <p>Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world</p> <p>Recognise the words of the Shema as a Jewish prayer</p>	<p>Recognise that stories of Jesus’ life come from the Gospels</p> <p>Give a clear, simple account of the story of Jesus’ birth and why Jesus is important for Christians</p> <p>Recognise that Incarnation and 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 (Jesus rescuing people)</p> <p>Tell stories from the Bible and recognise a link with the concept of ‘Gospel’ or ‘good news’</p> <p>Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians</p> <p>Recognise that Jesus gives instructions to people about how to behave</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>Place the concepts of God and Creation on a timeline of the Bible’s ‘big story’</p> <p>Make clear links between Genesis 1 and what Christians believe about God and Creation</p> <p>Recognise that the story of ‘the Fall’ in Genesis 3 gives an explanation of why things go wrong in the world</p> <p>Make clear links between the story of Noah and the idea of covenant</p> <p>Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus</p> <p>Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be ‘fishers of people’</p> <p>Suggest ideas and then find out about what Jesus’ actions towards outcasts mean for a Christian</p> <p>Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin)</p> <p>Make links between religious beliefs and teachings and why people try to live and make the world a better place</p> <p>Identify some Jewish beliefs about God, sin and</p>	<p>Recognise what a ‘Gospel’ is and give an example of the kinds of stories it contains</p> <p>Offer suggestions about what texts about baptism and Trinity mean</p> <p>Give examples of what these texts mean to some Christians today</p> <p>Make clear links between the story of Pentecost and Christian beliefs about the ‘kingdom of God’ on Earth</p> <p>Offer informed suggestions about what the events of Pentecost in Acts 2 might mean</p> <p>Give examples of what Pentecost means to some Christians now</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 nonreligious people today</p> <p>Recognise the word ‘Salvation’, and that Christians believe Jesus came to ‘save’ or ‘rescue’ people, e.g. by showing them how to live</p>	<p>Identify some different types of biblical texts, using technical terms accurately</p> <p>Explain connections between biblical texts and Christian ideas of God, using theological terms</p> <p>Explain the place of Incarnation and Messiah within the ‘big story’ of the Bible</p> <p>Identify Gospel and prophecy texts, using technical terms</p> <p>Explain connections between biblical texts, Incarnation and Messiah, using theological terms</p> <p>Identify features of Gospel texts (for example, teachings, parable, narrative)</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 Identify and explain Jewish beliefs about God</p> <p>Give examples of some texts that say what God is like and explain how Jewish people interpret them</p> <p>Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist)</p>	<p>Define the terms ‘theist’, ‘atheist’ and ‘agnostic’ and give examples of statements that reflect these beliefs</p> <p>Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from</p> <p>Give examples of reasons why people do or do not believe in God</p> <p>Identify what type of text some Christians say Genesis 1 is, and its purpose</p> <p>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</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>Explain connections between biblical texts and the concept of the kingdom of God</p> <p>Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations</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> <p>Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately</p>

		<p>Retell simply some stories used in Jewish celebrations (e.g. Chanukah)</p> <p>Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like</p>	<p>Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship</p> <p>Recognise the words of the Shahadah and that it is very important for Muslims</p> <p>Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean</p> <p>Give examples of how stories about the Prophet show what Muslims believe about Muhammad</p>	<p>forgiveness and describe what they mean</p> <p>Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people</p> <p>Offer informed suggestions about the meaning of the Exodus story for Jews today</p> <p>Identify some beliefs about God in Islam, expressed in Surah 1</p> <p>Make clear links between beliefs about God and ibadah (e.g. how God is worth worshiping; how Muslims submit to God)</p>	<p>Offer informed suggestions about what the events of Holy Week mean to Christians</p> <p>Give examples of what Christians say about the importance of the events of Holy Week</p> <p>Identify some Hindu deities and say how they help Hindus describe God</p> <p>Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God</p> <p>Offer informed suggestions about what Hindu murtis express about God</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' (dharma)</p>	<p>Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God')</p> <p>Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message)</p> <p>Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet)</p>	<p>Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc.</p>
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<p>Understanding Impact</p>	<p>Early Learning Goal for Understanding the World – Past and Present:</p> <p>Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.</p> <p>Understand the past through settings, characters and events encountered in books read in class and storytelling.</p>	<p>Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious)</p> <p>Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others)</p> <p>Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God)</p> <p>Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)</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 (e.g. mezuzah, on Shabbat)</p> <p>Give at least one example of what Christians do to say 'thank you' to God for Creation</p> <p>Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories</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>Give an account of what happens at a traditional Christian and Jewish or</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 three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter</p> <p>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</p> <p>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)</p> <p>Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe</p> <p>Give simple examples of how people worship at a church, mosque or synagogue</p> <p>Talk about why some people like to belong to a sacred building or a community</p>	<p>Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony</p> <p>Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways)</p> <p>Describe how and why Christians might pray to God, say sorry and ask for forgiveness</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 some examples of how people try to live (e.g. individuals and organisations)</p> <p>Identify some differences in how people put their beliefs into action</p> <p>Give examples of how Muslims use the Shahadah to show what matters to them Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)</p> <p>Give examples of how Muslims put their beliefs about prayer into action</p> <p>Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) 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>Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live</p> <p>Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now</p> <p>Describe how Christians show their beliefs about the Holy Spirit in worship</p> <p>Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean</p> <p>Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals)</p> <p>Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism)</p> <p>Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities</p> <p>Describe how Christians show their beliefs about Jesus in worship in different ways</p> <p>Describe how Hindus show their faith within their families in Britain today (e.g. home puja)</p>	<p>Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed</p> <p>Show how Christians put their beliefs into practice in worship</p> <p>Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas</p> <p>Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible</p> <p>Make clear connections between Christian and Humanist ideas about being good and how people live</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>Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives</p> <p>Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art)</p> <p>Give evidence and examples to show how Muslims put their beliefs into practice in different ways</p> <p>Make clear connections between Jewish beliefs</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 (e.g. some differences in interpreting Genesis)</p> <p>Make clear connections between Genesis 1 and Christian belief about God as Creator</p> <p>Show understanding of why many Christians find science and faith go together</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>Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement)</p> <p>Give examples of ways in which beliefs about resurrection/ judgement/heaven/ karma/reincarnation make a difference to how someone lives</p> <p>Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live</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>
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<p>Making Connections</p>	<p>Early Learning Goal for Personal, Social and Emotional Development:</p> <p>Self-Regulation – Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>Managing Self – Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Building Relationships – Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others’ needs.</p>	<p>Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences</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>Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas</p> <p>Give a reason for the ideas they have and the connections they make.</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>Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.</p> <p>Think, talk and ask questions about living in an amazing world Give a reason for the ideas they have and the connections they make Jewish/Christian Creation story and the world they live in.</p> <p>Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world</p> <p>Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.</p>	<p>Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.</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 whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and 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 things for anyone to learn about how to live, giving a good reason for their ideas.</p> <p>Think, talk and ask good questions about what happens in a church, synagogue 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>Think, talk about and ask questions about Muslim beliefs and ways of living</p>	<p>Make links between the story of Noah and how we live in school and the wider world.</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 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 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>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>Make links between some commands for living from religious traditions, non-religious worldviews and pupils’ own ideas</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 the value of submission and selfcontrol to Muslims, and whether there are benefits for people who are not Muslims</p> <p>Make links between the Muslim idea of living in harmony with the Creator</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 ideas about the kingdom of God in the Bible and what people believe about following God today, 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>Make links between ideas of love, commitment and promises in religious and non-religious ceremonies</p> <p>Give good reasons why they think ceremonies of commitment are or are not valuable today.</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>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>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>Weigh up how far the idea of Jesus as 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, giving good reasons for their answers.</p> <p>Raise important questions and suggest answers about how and why people should be good</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>Make connections between Christian teachings (e.g. about peace, forgiveness, healing) 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 Muslim beliefs studied and Muslim ways of living in Britain/Cornwall today</p> <p>Consider and weigh up the value of e.g. submission, obedience, generosity, selfcontrol and worship in the lives of Muslims today and articulate responses on</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>Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses</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>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>Relate the Christian ‘kingdom of God’ model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today</p> <p>Articulate their own responses to the idea of the importance of love and service in the world today.</p> <p>Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these</p> <p>Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.</p> <p>Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why 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>
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Other faiths Progression

Even if you are not teaching a specific religion in that year, but children have prior knowledge of it then you need to refer back to this previous learning so that children make links between the different faiths.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Judaism		<p>Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world</p> <p>Recognise the words of the Shema as a Jewish prayer</p> <p>Retell simply some stories used in Jewish celebrations (e.g. Chanukah)</p> <p>Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like</p> <p>Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious)</p> <p>Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)</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 (e.g. mezuzah, on Shabbat)</p> <p>Give examples of how Jews can show care for the natural earth</p> <p>Say why Jews might look after the natural world</p> <p>Give an account of what happens at a traditional Christian and Jewish welcome ceremony, and suggest what the actions and symbols mean</p>	<p>Give examples of stories, objects, symbols and actions used in synagogues which show what Jewish people believe</p> <p>Give simple examples of how people worship at a synagogue</p>	<p>Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean</p> <p>Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people</p> <p>Offer informed suggestions about the meaning of the Exodus story for Jews today</p> <p>Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals)</p> <p>Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities</p> <p>Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek)</p> <p>Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future</p>		<p>Identify and explain Jewish beliefs about God</p> <p>Give examples of some texts that say what God is like and explain how Jewish people interpret them</p> <p>Make clear connections between Jewish beliefs about the Torah and how they use and treat it</p> <p>Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws)</p> <p>Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice)</p> <p>Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today 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>Islam</p>			<p>Recognise the words of the Shahadah and that it is very important for Muslims</p> <p>Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean</p> <p>Give examples of how stories about the Prophet show what Muslims believe about Muhammad</p> <p>Give examples of stories, objects, symbols and actions used in mosques which show what people believe</p> <p>Give simple examples of how people worship at a mosque</p> <p>Think, talk about and ask questions about Muslim beliefs and ways of living</p> <p>Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas</p>	<p>Identify some beliefs about God in Islam, expressed in Surah 1</p> <p>Make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God)</p> <p>Give examples of how Muslims use the Shahadah to show what matters to them</p> <p>Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)</p> <p>Give examples of how Muslims put their beliefs about prayer into action</p> <p>Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve.</p> <p>Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque)</p> <p>Raise questions and suggest answers about the value of submission and selfcontrol to Muslims, and whether there are benefits for people who are not Muslims</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 reasons for their ideas.</p>		<p>Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message)</p> <p>Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet)</p> <p>Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art)</p> <p>Give evidence and examples to show how Muslims put their beliefs into practice in different ways</p> <p>Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Cornwall today</p> <p>Consider and weigh up the value of e.g. submission, obedience, generosity, selfcontrol and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims</p> <p>Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views</p>	
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Hinduism				<p>Identify some Hindu deities and say how they help Hindus describe God</p> <p>Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God</p> <p>Offer informed suggestions about what Hindu murtis express about God</p> <p>Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma)</p> <p>Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals)</p> <p>Describe how Hindus show their faith within their families in Britain today (e.g. home puja)</p> <p>Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali)</p> <p>Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India)</p> <p>Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a home shrine; celebrating Diwali)</p>	<p>Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately</p> <p>Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc.</p> <p>Give examples of ways in which beliefs about resurrection/ judgement/heaven/ karma/reincarnation make a difference to how someone lives Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live</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 connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why 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>
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Humanist						<p>Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist)</p> <p>Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God')</p>	