



## Holy Trinity CE Primary Academy

### Progression of Skills in R.E.

Our curriculum is about bringing engagement, fun and enthusiasm to learning so that our children develop independent curiosity, acquire a lifelong appetite for learning and become well-rounded individuals who achieve their full potential, both personally and academically. Our curriculum starts from the children in our academy and works out.

Skills taken from curriculum documents and colour coded:	
Christianity	
Judaism	
Islam	
Hinduism	
Linking Religions	
National Curriculum:	
KS1 Teachers will mainly seek to develop the spiritual and moral dispositions of pupils. In order to do so, they will present them with, and draw on, resources from Christianity and other religious traditions. Particular attention should be given to the religious tradition(s) from which the pupils come.	KS2 Teachers will continue to develop the spiritual and moral dispositions of pupils, extend their knowledge of, and explore further, the resources of Christianity and other religious traditions, taking full cognisance of the religious traditions represented in the classroom. Teachers will cover all the dispositions during years 3 and 4, and again at a deeper level during years 5 and 6.

**List skills from Progression in Skills document. Colour coded each one and keep the theme throughout the document.**

Year	Topic	Key Learning	National Curriculum	Skills Progression
Year 1	Who do Christians say made the world?	<ul style="list-style-type: none"> <li>• God created the universe.</li> <li>• The Earth and everything in it are important to God.</li> <li>• God has a unique relationship with human beings as their Creator and Sustainer.</li> <li>• Humans should care for the world because it belongs to God.</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to, and thinking about, a range of religious stories and concepts, and discussing what they might mean.</li> <li>• Considering their reactions, and the reactions of others, to the awesome complexity and beauty of the natural world.</li> <li>• Considering what people from all parts of the world share and how animals depend on what human beings do.</li> <li>• Consider reflectively matters that are of real and immediate concern to them and others, and to discuss these personal concerns.</li> <li>• Develop dispositions that demonstrate their awareness of spiritual, moral and aesthetic values.</li> </ul>	<ul style="list-style-type: none"> <li>• Retell the story of creation from Genesis 1:1–2.3 simply.</li> <li>• Recognise that 'Creation' is the beginning of the 'big story' of the Bible.</li> <li>• Say what the story tells Christians about God, Creation and the world.</li> <li>• Give at least one example of what Christians do to say thank you to God for the Creation.</li> <li>• Think, talk and ask questions about living in an amazing world.</li> </ul>
	What does it mean to belong to a faith community?	<ul style="list-style-type: none"> <li>• What is a community?</li> <li>• Children to discuss their communities that they are a part of.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to form the capacity to evaluate by learning to ask questions and to listen to others, empathising and thinking about whether they agree or disagree.</li> <li>• Develop dispositions that demonstrate their awareness of spiritual, moral and aesthetic values.</li> <li>• Begin to recognise why people may reasonably differ and to work together to find ways of settling differences.</li> <li>• Identifying some important religious symbols, beginning to think about what they might mean and developing their religious vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that loving others is important in lots of communities</li> <li>• Say simply what Jesus and one other religious leader taught about loving other people</li> <li>• Understand the impact:</li> <li>• Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean</li> <li>• 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)</li> <li>• Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences.</li> </ul>

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				<ul style="list-style-type: none"> <li>• 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.</li> </ul>
Who is Jewish and how do they live?	<ul style="list-style-type: none"> <li>• Jews follow and belief in the teachings of Judaism.</li> <li>• Jews celebrate Shabbat (Jewish day of rest), Passover (remembering the Hebrews liberation from Egypt).</li> <li>• Moses is the person who freed Hebrews in Egypt, which is celebrated during Passover.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to form the capacity to evaluate by learning to ask questions and to listen to others, empathising and thinking about whether they agree or disagree.</li> <li>• Develop dispositions that demonstrate their awareness of spiritual, moral and aesthetic values.</li> <li>• Begin to recognise why people may reasonably differ and to work together to find ways of settling differences.</li> <li>• Identifying some important religious symbols, beginning to think about what they might mean and developing their religious vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the words of the Shema as a Jewish prayer</li> <li>• Retell simply some stories used in Jewish celebrations (e.g. Chanukah)</li> <li>• Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like</li> <li>• Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)</li> <li>• Make links between Jewish ideas of God found in the stories and how people live</li> <li>• Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) Make connections:</li> <li>• Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas</li> <li>• Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.</li> </ul>	
What do Christians believe God is like?	<ul style="list-style-type: none"> <li>• Christians believe in God, and that they find out about God in the Bible.</li> <li>• Christians believe God is loving, kind, fair and forgiving, and also Lord and King.</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to, and thinking about, a range of religious stories and concepts, and discussing what they might mean.</li> <li>• Beginning to identify religious ideas and emotions expressed in and through the arts (e.g., in music, painting and dance)</li> <li>• Learning how religious hopes and commitments practically affect personal and community life.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify what a parable is.</li> <li>• Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father.</li> <li>• Give clear, simple accounts of what the story means to Christians.</li> <li>• Give at least two examples of a way in which Christians show their belief in God as loving</li> </ul>	

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		<ul style="list-style-type: none"> <li>Some stories show these Christian beliefs.</li> <li>Christians worship God and try to live in ways that please him.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to recognise why people may reasonably differ and to work together to find ways of settling differences.</li> <li>Develop dispositions that demonstrate their awareness of spiritual, moral and aesthetic values.</li> </ul>	<p>and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others.</p> <ul style="list-style-type: none"> <li>Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example.</li> <li>Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.</li> </ul>
	How should we care for the world and why does it matter?	<ul style="list-style-type: none"> <li>Religious teachings on why everyone is special.</li> <li>Religious teachings on why friendship is important.</li> <li>Why should we look after the world?</li> </ul>	<ul style="list-style-type: none"> <li>Begin to form the capacity to evaluate by learning to ask questions and to listen to others, empathising and thinking about whether they agree or disagree.</li> <li>Develop dispositions that demonstrate their awareness of spiritual, moral and aesthetic values.</li> <li>Begin to recognise why people may reasonably differ and to work together to find ways of settling differences.</li> <li>Identifying some important religious symbols, beginning to think about what they might mean and developing their religious vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Identify a story or text that says something about each person being unique and valuable</li> <li>Give an example of a key belief some people find in one of these stories (e.g. that God loves all people)</li> <li>Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world</li> <li>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</li> <li>Give examples of how Christians and Jews can show care for the natural earth</li> <li>Say why Christians and Jews might look after the natural world</li> <li>Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world</li> <li>Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.</li> </ul>
Year 2	Who is	<ul style="list-style-type: none"> <li>Muslims are those who follow the beliefs of Islam.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to form the capacity to evaluate by learning to ask questions and to listen to others,</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the words of the Shahadah and that it is very important for Muslims</li> </ul>

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		<ul style="list-style-type: none"> <li>Muslims believe and follow the teachings of Muhammed (pbuh) as a messenger of Allah.</li> <li>They use the 5 pillars of Islam as a guide on how to live their life and how to be a good muslim.</li> </ul>	<p>empathising and thinking about whether they agree or disagree.</p> <ul style="list-style-type: none"> <li>Develop dispositions that demonstrate their awareness of spiritual, moral and aesthetic values.</li> <li>Begin to recognise why people may reasonably differ and to work together to find ways of settling differences.</li> <li>Identifying some important religious symbols, beginning to think about what they might mean and developing their religious vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Give examples of how stories about the Prophet show what Muslims believe about Muhamma</li> <li>Give examples of how Muslims use the Shahadah to show what matters to them</li> <li>Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)</li> <li>Give examples of how Muslims put their beliefs about prayer into action</li> <li>Think, talk about and ask questions about Muslim beliefs and ways of living</li> <li>Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas</li> <li>Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.</li> </ul>
	Why does Christmas matter to Christians?	<ul style="list-style-type: none"> <li>Christians believe that Jesus is God and that he was born as a baby in Bethlehem.</li> <li>The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke).</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to identify religious ideas and emotions expressed in and through the arts (e.g., in music, painting and dance)</li> <li>Identifying and thinking about the main features of some prominent religious celebrations, rituals and forms of worship, including the use of silence.</li> <li>Learning how religious hopes and commitments practically affect personal and community life.</li> <li>Begin to recognise why people may reasonably differ and to work together to find ways of settling differences.</li> </ul>	<ul style="list-style-type: none"> <li>Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.</li> <li>Recognise that stories of Jesus' life come from the Gospels.</li> <li>Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.</li> <li>Decide what they personally have to be thankful for at Christmas time.</li> </ul>

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		<ul style="list-style-type: none"> <li>Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming.</li> </ul>	<ul style="list-style-type: none"> <li>Develop dispositions that demonstrate their awareness of spiritual, moral and aesthetic values.</li> </ul>	
Why does Easter matter to Christians?	<ul style="list-style-type: none"> <li>Easter is very important in the 'big story' of the Bible.</li> <li>Christians believe Jesus rose again, giving people hope of a new life.</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to identify religious ideas and emotions expressed in and through the arts (e.g., in music, painting and dance)</li> <li>Identifying and thinking about the main features of some prominent religious celebrations, rituals and forms of worship, including the use of silence.</li> <li>Learning how religious hopes and commitments practically affect personal and community life.</li> <li>Begin to recognise why people may reasonably differ and to work together to find ways of settling differences.</li> <li>Develop dispositions that demonstrate their awareness of spiritual, moral and aesthetic values.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that Incarnation and Salvation are part of a 'big story' of the Bible.</li> <li>Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).</li> <li>Recognise that Jesus gives instructions about how to behave.</li> <li>Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.</li> <li>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.</li> </ul>	
What is the 'good news' that Christians believe Jesus brings?	<ul style="list-style-type: none"> <li>Christians believe Jesus brings good news for all people.</li> <li>For Christians, this good news includes being loved by God, and being forgiven for bad things.</li> <li>Christians believe Jesus is a friend to the poor and friendless.</li> <li>Christians believe Jesus' teachings make people think hard about how to live</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to identify religious ideas and emotions expressed in and through the arts (e.g., in music, painting and dance)</li> <li>Learning how religious hopes and commitments practically affect personal and community life.</li> <li>Consider and express those spontaneous feelings, which are related to, or may lead to, worship (and various other spiritual exercises), and to expressions of wonder, praise, thanks, concern, joy and sadness.</li> <li>Develop dispositions that demonstrate their awareness of spiritual, moral and aesthetic values.</li> </ul>	<ul style="list-style-type: none"> <li>Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news.</li> <li>Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.</li> <li>Recognise that Jesus gives instructions to people about how to behave.</li> <li>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.</li> </ul>	

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		<p>and show them the right way.</p>	<ul style="list-style-type: none"> <li>• Begin to recognise why people may reasonably differ and to work together to find ways of settling differences.</li> </ul>	<ul style="list-style-type: none"> <li>• 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).</li> <li>• 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.</li> </ul>
	<p>What makes some places sacred to believers?</p>	<ul style="list-style-type: none"> <li>• Sacred means having a special connection with God.</li> <li>• Sacred places that the children know or have in their lives.</li> <li>• Churches are sacred places for Christians.</li> <li>• Mosques are sacred places for Muslims.</li> <li>• Synagogues are sacred places for Jews.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to form the capacity to evaluate by learning to ask questions and to listen to others, empathising and thinking about whether they agree or disagree.</li> <li>• Develop dispositions that demonstrate their awareness of spiritual, moral and aesthetic values.</li> <li>• Begin to recognise why people may reasonably differ and to work together to find ways of settling differences.</li> <li>• Identifying some important religious symbols, beginning to think about what they might mean and developing their religious vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that there are special places where people go to worship, and talk about what people do there</li> <li>• 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</li> <li>• Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship</li> <li>• Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe</li> <li>• Give simple examples of how people worship at a church, mosque or synagogue</li> <li>• Talk about why some people like to belong to a sacred building or a community</li> <li>• 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</li> </ul>

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				<ul style="list-style-type: none"> <li>• Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.</li> </ul>
Year 3	What do Christians learn from the Creation story?	<ul style="list-style-type: none"> <li>• God the Creator cares for the creation, including human beings.</li> <li>• As human beings are part of God's good creation, they do best when they listen to God.</li> <li>• The Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments).</li> <li>• [Building block from EYFS: Christians believe God made our wonderful world and so we should look after it.]</li> </ul>	<ul style="list-style-type: none"> <li>• Considering and using a range of narratives and ideas, considering the significance of key events from the religious past, and learning to appreciate the inspiration, origin, development and character of the Bible and other sacred texts.</li> <li>• Beginning to discuss religious thoughts about, and attitudes to, the natural world and its scientific study.</li> <li>• Considering religious teaching about human beings and the implications of a common humanity.</li> <li>• Develop dispositions that demonstrate their appreciation of spiritual, moral and aesthetic values, imaginatively developing empathy for friends and neighbours.</li> <li>• Acquire some basic interpretative skills from reading and listening to religious stories and teachings.</li> <li>• Using religious exemplars to inspire collaboration and to resolve differences.</li> </ul>	<ul style="list-style-type: none"> <li>• Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'.</li> <li>• Make clear links between Genesis 1 and what Christians believe about God and Creation.</li> <li>• 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.)</li> <li>• 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.</li> </ul>
	How do festivals and family life show what	<ul style="list-style-type: none"> <li>• Explore Rosh Hashanah, the Jewish new year festival.</li> <li>• Recap Passover</li> <li>• Learn 10 commandments- why are they important- what do they tell Jewish people (and Christians today) what's important?</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to form the capacity to evaluate by learning to ask questions and to listen to others, empathising and thinking about whether they agree or disagree.</li> <li>• Develop dispositions that demonstrate their awareness of spiritual, moral and aesthetic values.</li> <li>• Begin to recognise why people may reasonably differ and to work together to find ways of settling differences.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean</li> <li>• Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people</li> <li>• Offer informed suggestions about the meaning of the Exodus story for Jews today</li> </ul>

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			<ul style="list-style-type: none"> <li>Identifying some important religious symbols, beginning to think about what they might mean and developing their religious vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>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)</li> <li>Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities</li> <li>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</li> <li>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.</li> </ul>
	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">What is it like for someone to follow God?</p>	<ul style="list-style-type: none"> <li>The Old Testament tells the story of a particular group of people, the children of Israel known as the People of God — and their relationship with God.</li> <li>The People of God try to live in the way God wants, following his commands and worshipping him.</li> <li>They believe he promises to stay with them and Bible stories show how God keeps his promises.</li> </ul>	<ul style="list-style-type: none"> <li>Considering and using a range of narratives and ideas, considering the significance of key events from the religious past, and learning to appreciate the inspiration, origin, development and character of the Bible and other sacred texts.</li> <li>Developing an awareness of the impact of religious calendars especially the Christian calendar, on social and cultural life and with this, a sense of various religious festivals and the reasons for them, its rituals and forms of worship, including the use of silence.</li> <li>Considering religious teaching about human beings and the implications of a common humanity.</li> <li>Develop dispositions that demonstrate their appreciation of spiritual, moral and aesthetic</li> </ul>	<ul style="list-style-type: none"> <li>Make clear links between the story of Noah and the idea of covenant.</li> <li>Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.</li> <li>Make links between the story of Noah and how we live in school and the wider world.</li> </ul>

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			<p>values, imaginatively developing empathy for friends and neighbours.</p> <ul style="list-style-type: none"> <li>• Acquire some basic interpretative skills from reading and listening to religious stories and teachings.</li> <li>• Using religious exemplars to inspire collaboration and to resolve differences.</li> </ul>	
How do festivals and worship show what matters to Muslim people?	<ul style="list-style-type: none"> <li>• The role of prayer in Muslims lives- salat, worshipping and prayer at mosque</li> <li>• The build up to Eid, how does Ramadan show what is important?</li> </ul>	<ul style="list-style-type: none"> <li>• Attend to what many religious adherents treasure and consider to be inspiring, and begin to develop their own sense of what is worth living by and for.</li> <li>• Begin to evaluate and start forming judgements by building on previous learning, listening carefully to others and thinking about whether they agree or not.</li> <li>• Develop dispositions that demonstrate their appreciation of spiritual, moral and aesthetic values, imaginatively developing empathy for friends and neighbours.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify some beliefs about God in Islam, expressed in Surah 1</li> <li>• Make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God)</li> <li>• Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve.</li> <li>• 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)</li> <li>• Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims.</li> <li>• 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.</li> </ul>	
What kind of world did	<ul style="list-style-type: none"> <li>• Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and</li> </ul>	<ul style="list-style-type: none"> <li>• Considering and using a range of narratives and ideas, considering the significance of key events from the religious past, and learning to appreciate</li> </ul>	<ul style="list-style-type: none"> <li>• Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus.</li> <li>• Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.</li> </ul>	

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		<p>your neighbour, putting others first.</p> <ul style="list-style-type: none"> <li>• Jesus shows love and forgiveness to unlikely people.</li> <li>• Christians try to be like Jesus — they want to know him better and better.</li> <li>• Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.</li> </ul>	<p>the inspiration, origin, development and character of the Bible and other sacred texts.</p> <ul style="list-style-type: none"> <li>• Develop dispositions that demonstrate their appreciation of spiritual, moral and aesthetic values, imaginatively developing empathy for friends and neighbours.</li> <li>• Acquire some basic interpretative skills from reading and listening to religious stories and teachings.</li> <li>• Using religious exemplars to inspire collaboration and to resolve differences.</li> </ul>	<ul style="list-style-type: none"> <li>• Offer suggestions about what Jesus' actions towards the leper might mean for a Christian.</li> <li>• Make simple links between Bible texts and the concept of 'Gospel' (good news).</li> <li>• Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching.</li> <li>• 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</li> </ul>
	<p>How and why do people try to make the world a better place?</p>	<ul style="list-style-type: none"> <li>• Discuss current events and things that the children don't think make the world a good place.</li> <li>• Beliefs in Islam about making the world a good place – Zakah</li> <li>• Beliefs in Christianity about making the world a good place- Christian organisations – Christian Aid.</li> </ul>	<ul style="list-style-type: none"> <li>• Attend to what many religious adherents treasure and consider to be inspiring, and begin to develop their own sense of what is worth living by and for.</li> <li>• Begin to evaluate and start forming judgements by building on previous learning, listening carefully to others and thinking about whether they agree or not.</li> <li>• Develop dispositions that demonstrate their appreciation of spiritual, moral and aesthetic values, imaginatively developing empathy for friends and neighbours.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin)</li> <li>• Make links between religious beliefs and teachings and why people try to live and make the world a better place</li> <li>• 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)</li> <li>• Describe some examples of how people try to live (e.g. individuals and organisations)</li> <li>• Identify some differences in how people put their beliefs into action</li> <li>• 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</li> <li>• Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas</li> </ul>

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				<ul style="list-style-type: none"> <li>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.</li> </ul>
Year 4	What do Hindus believe God is like?	<ul style="list-style-type: none"> <li>Hindus believe in different Gods for different purposes.</li> <li>Hindus beliefs about life including 'atman' and 'circle of life'.</li> <li>Discuss story of Rama and Sita and what this teaches about Gods in Hinduism.</li> </ul>	<ul style="list-style-type: none"> <li>Attend to what many religious adherents treasure and consider to be inspiring, and begin to develop their own sense of what is worth living by and for.</li> <li>Begin to evaluate and start forming judgements by building on previous learning, listening carefully to others and thinking about whether they agree or not.</li> <li>Develop dispositions that demonstrate their appreciation of spiritual, moral and aesthetic values, imaginatively developing empathy for friends and neighbours.</li> </ul>	<ul style="list-style-type: none"> <li>Identify some Hindu deities and say how they help Hindus describe God</li> <li>Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God</li> <li>Offer informed suggestions about what Hindu murtis express about God</li> <li>Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali)</li> <li>Identify some different ways in which Hindus worship</li> <li>Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today</li> <li>Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas.</li> </ul>
	What is the trinity and how is it	<ul style="list-style-type: none"> <li>Christians believe God is Trinity: Father, Son and Holy Spirit.</li> <li>Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.</li> </ul>	<ul style="list-style-type: none"> <li>Considering and using a range of narratives and ideas, considering the significance of key events from the religious past, and learning to appreciate the inspiration, origin, development and character of the Bible and other sacred texts.</li> <li>Develop dispositions that demonstrate their appreciation of spiritual, moral and aesthetic</li> </ul>	<ul style="list-style-type: none"> <li>Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter.</li> <li>Offer suggestions about what texts about baptism and Trinity might mean.</li> <li>Give examples of what these texts mean to some Christians today.</li> </ul>

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		<ul style="list-style-type: none"> <li>• Christians find that understanding God is challenging; people spend their whole lives learning more and more about God.</li> <li>• Christians really want to try to understand God better and so try to describe God using symbols, similes and metaphors, in song, story, poems and art.</li> <li>• Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help to express this belief.</li> <li>• Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus</li> </ul>	<p>values, imaginatively developing empathy for friends and neighbours.</p> <ul style="list-style-type: none"> <li>• Acquire some basic interpretative skills from reading and listening to religious stories and teachings.</li> <li>• Using religious exemplars to inspire collaboration and to resolve differences.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.</li> <li>• 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.</li> </ul>
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**List skills from Progression in Skills document. Colour coded each one and keep the theme throughout the document.**

What does it mean to be a Hindu in Britain today?	<ul style="list-style-type: none"> <li>• Artefacts that Hindus have in their homes.</li> <li>• Temple as a place of worship- what happens there?</li> <li>• Discussion on Hindu festivals.</li> </ul>	<ul style="list-style-type: none"> <li>• Attend to what many religious adherents treasure and consider to be inspiring, and begin to develop their own sense of what is worth living by and for.</li> <li>• Begin to evaluate and start forming judgements by building on previous learning, listening carefully to others and thinking about whether they agree or not.</li> <li>• Develop dispositions that demonstrate their appreciation of spiritual, moral and aesthetic values, imaginatively developing empathy for friends and neighbours.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe how Hindus show their faith within their families in Britain today (e.g. home puja)</li> <li>• 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)</li> <li>• Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India)</li> <li>• Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean</li> <li>• Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma)</li> <li>• 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.</li> </ul>
Why do Christians call the day that Jesus died 'Good Friday'?	<ul style="list-style-type: none"> <li>• Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.</li> <li>• The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do.</li> <li>• Christians today trust that Jesus really did rise from the dead, and so is still alive today.</li> </ul>	<ul style="list-style-type: none"> <li>• Considering and using a range of narratives and ideas, considering the significance of key events from the religious past, and learning to appreciate the inspiration, origin, development and character of the Bible and other sacred texts.</li> <li>• Developing an awareness of the impact of religious calendars especially the Christian calendar, on social and cultural life and with this, a sense of various religious festivals and the reasons for them, its rituals and forms of worship, including the use of silence.</li> </ul>	<ul style="list-style-type: none"> <li>• Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'.</li> <li>• Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.</li> <li>• Give examples of what the texts studied mean to some Christians.</li> <li>• Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.</li> <li>• Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.</li> </ul>

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		<ul style="list-style-type: none"> <li>Christians remember and celebrate Jesus' last week, death and resurrection.</li> </ul>	<ul style="list-style-type: none"> <li>Considering religious teaching about human beings and the implications of a common humanity.</li> <li>Develop dispositions that demonstrate their appreciation of spiritual, moral and aesthetic values, imaginatively developing empathy for friends and neighbours.</li> <li>Acquire some basic interpretative skills from reading and listening to religious stories and teachings.</li> <li>Using religious exemplars to inspire collaboration and to resolve differences.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">For Christians, when Jesus left what was the impact of Pentecost?</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Pentecost?</p>	<ul style="list-style-type: none"> <li>Christians believe that Jesus inaugurated the 'Kingdom of God' — i.e. Jesus' whole life was a demonstration of his belief that God is King, not just in heaven but here and now ('Your kingdom come, your will be done on earth as it is in heaven').</li> <li>Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him.</li> <li>Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the Church to make Jesus' invisible Kingdom visible by living lives that reflect the love of God.</li> </ul>	<ul style="list-style-type: none"> <li>Considering and using a range of narratives and ideas, considering the significance of key events from the religious past, and learning to appreciate the inspiration, origin, development and character of the Bible and other sacred texts.</li> <li>Developing an awareness of the impact of religious calendars especially the Christian calendar, on social and cultural life and with this, a sense of various religious festivals and the reasons for them, its rituals and forms of worship, including the use of silence.</li> <li>Considering religious teaching about human beings and the implications of a common humanity.</li> <li>Develop dispositions that demonstrate their appreciation of spiritual, moral and aesthetic values, imaginatively developing empathy for friends and neighbours.</li> <li>Acquire some basic interpretative skills from reading and listening to religious stories and teachings.</li> </ul>	<ul style="list-style-type: none"> <li>Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth.</li> <li>Offer suggestions about what the description of Pentecost in Acts 2 might mean.</li> <li>Give examples of what Pentecost means to some Christians now.</li> <li>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.</li> <li>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.</li> </ul>

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		<ul style="list-style-type: none"> <li>Christians celebrate Pentecost as the beginning of the Church.</li> </ul>	<ul style="list-style-type: none"> <li>Using religious exemplars to inspire collaboration and to resolve differences.</li> </ul>	
	How and why do some people mark the significant events of life?	<ul style="list-style-type: none"> <li>Christian life events:               <ul style="list-style-type: none"> <li>Baptism</li> <li>Communion</li> </ul> </li> <li>Hinduism life events:               <ul style="list-style-type: none"> <li>Sacred thread ceremony</li> </ul> </li> <li>Jewish life events:               <ul style="list-style-type: none"> <li>Bar/bat mitzvah</li> </ul> </li> <li>Comparing religious and non-religious marriage ceremonies.</li> </ul>	<ul style="list-style-type: none"> <li>Attend to what many religious adherents treasure and consider to be inspiring, and begin to develop their own sense of what is worth living by and for.</li> <li>Begin to evaluate and start forming judgements by building on previous learning, listening carefully to others and thinking about whether they agree or not.</li> <li>Develop dispositions that demonstrate their appreciation of spiritual, moral and aesthetic values, imaginatively developing empathy for friends and neighbours.</li> </ul>	<ul style="list-style-type: none"> <li>Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean</li> <li>Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today</li> <li>Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean</li> <li>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)</li> <li>Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism)</li> <li>Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones</li> <li>Make links between ideas of love, commitment and promises in religious and non-religious ceremonies</li> <li>Give good reasons why they think ceremonies of commitment are or are not valuable today.</li> </ul>
Year 5	What does it mean to	<ul style="list-style-type: none"> <li>Muslims use 5 Pillars of Islam as a guide for their daily life.</li> <li>Muslims use teachings from the Qu'ran.</li> </ul>	<ul style="list-style-type: none"> <li>Attend to what many religious adherents treasure and consider to be inspiring, and begin to develop their own sense of what is worth living by and for.</li> <li>Begin to evaluate and start forming judgements by building on previous learning, listening carefully to</li> </ul>	<ul style="list-style-type: none"> <li>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)</li> </ul>

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			<p>others and thinking about whether they agree or not.</p> <ul style="list-style-type: none"> <li>• Develop dispositions that demonstrate their appreciation of spiritual, moral and aesthetic values, imaginatively developing empathy for friends and neighbours.</li> </ul>	<ul style="list-style-type: none"> <li>• 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)</li> <li>• Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art)</li> <li>• Give evidence and examples to show how Muslims put their beliefs into practice in different ways</li> <li>• Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Gloucestershire today</li> <li>• Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims</li> <li>• Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.</li> </ul>
	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Why do Christians believe Jesus was the</p>	<ul style="list-style-type: none"> <li>• Jesus was Jewish.</li> <li>• Christians believe Jesus is God in the flesh.</li> <li>• They believe that his birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God.</li> </ul>	<ul style="list-style-type: none"> <li>• Considering and using a range of narratives and ideas, considering the significance of key events from the religious past, and learning to appreciate the inspiration, origin, development and character of the Bible and other sacred texts.</li> <li>• Developing an awareness of the impact of religious calendars especially the Christian calendar, on social and cultural life and with this, a sense of various religious festivals and the reasons</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the place of Incarnation and Messiah within the 'big story' of the Bible.</li> <li>• Identify Gospel and prophecy texts, using technical terms.</li> <li>• Explain connections between biblical texts, Incarnation and Messiah, using theological terms.</li> <li>• Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.</li> </ul>

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		<ul style="list-style-type: none"> <li>• The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like.</li> <li>• Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.)</li> <li>• Christians see Jesus as their Saviour (See Salvation).</li> </ul>	<p>for them, its rituals and forms of worship, including the use of silence.</p> <ul style="list-style-type: none"> <li>• Considering religious teaching about human beings and the implications of a common humanity.</li> <li>• Begin to evaluate and start forming judgements by building on previous learning, listening carefully to others and thinking about whether they agree or not.</li> <li>• Develop dispositions that demonstrate their appreciation of spiritual, moral and aesthetic values, imaginatively developing empathy for friends and neighbours.</li> <li>• Acquire some basic interpretative skills from reading and listening to religious stories and teachings.</li> <li>• Using religious exemplars to inspire collaboration and to resolve differences.</li> </ul>	<ul style="list-style-type: none"> <li>• Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.</li> <li>• 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.</li> </ul>
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	What does it mean if Christians believe God is Holy and Loving?	<ul style="list-style-type: none"> <li>• Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping.</li> <li>• Christians believe God is both holy and loving, and Christians have to balance ideas of God being angered by sin and injustice (see Fall) but also loving, forgiving, and full of grace.</li> <li>• Christians do not all agree about what God is like, but try to follow his path, as they see it in the Bible or through Church teaching.</li> <li>• Christians believe getting to know God is like getting to know a person rather than learning information.</li> </ul>	<ul style="list-style-type: none"> <li>• Considering and using a range of narratives and ideas, considering the significance of key events from the religious past, and learning to appreciate the inspiration, origin, development and character of the Bible and other sacred texts.</li> <li>• Beginning to explore, and think about, the religious ideas and emotions expressed in and through the arts.</li> <li>• Developing an awareness of the impact of religious calendars especially the Christian calendar, on social and cultural life and with this, a sense of various religious festivals and the reasons for them, its rituals and forms of worship, including the use of silence.</li> <li>• Understanding key religious symbols, appreciating their significance and meaning, and developing key religious concepts and vocabulary.</li> <li>• Begin to evaluate and start forming judgements by building on previous learning, listening carefully to others and thinking about whether they agree or not.</li> <li>• Develop dispositions that demonstrate their appreciation of spiritual, moral and aesthetic values, imaginatively developing empathy for friends and neighbours.</li> <li>• Acquire some basic interpretative skills from reading and listening to religious stories and teachings.</li> <li>• Using religious exemplars to inspire collaboration and to resolve differences.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify some different types of biblical texts, using technical terms accurately.</li> <li>• Explain connections between biblical texts and Christian ideas of God, using theological terms.</li> <li>• Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed.</li> <li>• Show how Christians put their beliefs into practice in worship.</li> <li>• 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.</li> </ul>
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**List skills from Progression in Skills document. Colour coded each one and keep the theme throughout the document.**

Why is the Torah so important to Jewish people?	<ul style="list-style-type: none"> <li>• Torah is the Jewish Holy Book.</li> <li>• Commandments that guide Jews on how to live their life are outlined in the Torah.</li> <li>• There is diversity within Judaism, which explains why Jews do not all keep the kosher laws in the same way.</li> </ul>	<ul style="list-style-type: none"> <li>• Attend to what many religious adherents treasure and consider to be inspiring, and begin to develop their own sense of what is worth living by and for.</li> <li>• Begin to evaluate and start forming judgements by building on previous learning, listening carefully to others and thinking about whether they agree or not.</li> <li>• Develop dispositions that demonstrate their appreciation of spiritual, moral and aesthetic values, imaginatively developing empathy for friends and neighbours.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and explain Jewish beliefs about God</li> <li>• Give examples of some texts that say what God is like and explain how Jewish people interpret them Understand the impact:</li> <li>• Make clear connections between Jewish beliefs about the Torah and how they use and treat it</li> <li>• Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws)</li> <li>• 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)</li> <li>• Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today</li> <li>• 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.</li> </ul>
Christians and how to live.	<ul style="list-style-type: none"> <li>• The good news is not just about setting an example for good behaviour and challenging bad behaviour: it is that Jesus offers a way to</li> </ul>	<ul style="list-style-type: none"> <li>• Considering and using a range of narratives and ideas, considering the significance of key events from the religious past, and learning to appreciate the inspiration, origin, development and character of the Bible and other sacred texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify features of Gospel texts (for example, teachings, parable, narrative).</li> <li>• Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which</li> </ul>

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		<p>heal the damage done by human sin.</p> <ul style="list-style-type: none"> <li>• Christians see that Jesus' teachings and example cut across expectations — the Sermon on the Mount is an example of this, where Jesus' values favour serving the weak and vulnerable, not making people comfortable.</li> <li>• Christians believe that they should bring this good news to life in the world in different ways, within their church family, in their personal lives, with family, with their neighbours, in the local, national and global community.</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning to explore, and think about, the religious ideas and emotions expressed in and through the arts.</li> <li>• Developing an awareness of the impact of religious calendars especially the Christian calendar, on social and cultural life and with this, a sense of various religious festivals and the reasons for them, its rituals and forms of worship, including the use of silence.</li> <li>• Understanding key religious symbols, appreciating their significance and meaning, and developing key religious concepts and vocabulary.</li> <li>• Begin to evaluate and start forming judgements by building on previous learning, listening carefully to others and thinking about whether they agree or not.</li> <li>• Develop dispositions that demonstrate their appreciation of spiritual, moral and aesthetic values, imaginatively developing empathy for friends and neighbours.</li> <li>• Acquire some basic interpretative skills from reading and listening to religious stories and teachings.</li> <li>• Using religious exemplars to inspire collaboration and to resolve differences.</li> </ul>	<p>Christians interpret biblical texts, showing awareness of different interpretations.</p> <ul style="list-style-type: none"> <li>• Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.</li> <li>• 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.</li> </ul>
	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Why do some people believe in...</p>	<ul style="list-style-type: none"> <li>• Reasons why people might not believe in God:             <ul style="list-style-type: none"> <li>◦ Family background</li> <li>◦ Scientific evidence</li> </ul> </li> <li>• Is Religion restrictive or liberating?</li> </ul>	<ul style="list-style-type: none"> <li>• Attend to what many religious adherents treasure and consider to be inspiring, and begin to develop their own sense of what is worth living by and for.</li> <li>• Begin to evaluate and start forming judgements by building on previous learning, listening carefully to others and thinking about whether they agree or not.</li> </ul>	<ul style="list-style-type: none"> <li>• Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs</li> <li>• Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from</li> </ul>

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			<ul style="list-style-type: none"> <li>Develop dispositions that demonstrate their appreciation of spiritual, moral and aesthetic values, imaginatively developing empathy for friends and neighbours.</li> </ul>	<ul style="list-style-type: none"> <li>Give examples of reasons why people do or do not believe in God</li> <li>Make clear connections between what people believe about God and the impact of this belief on how they live</li> <li>Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis)</li> <li>Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging</li> <li>Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not</li> <li>Make connections between belief and behaviour in their own lives, in the light of their learning.</li> </ul>
Year 6	Why do Hindus want to be good?	<ul style="list-style-type: none"> <li>Hindus believe Samsara- the wheel of life.</li> <li>Hindus believe in karma throughout their life.</li> <li>Hindus have used their belief of karma and doing good to help others (Ghandi, Pandurang Shastri Athaval)</li> </ul>	<ul style="list-style-type: none"> <li>Attend to what many religious adherents treasure and consider to be inspiring, and begin to develop their own sense of what is worth living by and for.</li> <li>Begin to evaluate and start forming judgements by building on previous learning, listening carefully to others and thinking about whether they agree or not.</li> <li>Develop dispositions that demonstrate their appreciation of spiritual, moral and aesthetic values, imaginatively developing empathy for friends and neighbours.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately</li> <li>Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc.</li> <li>Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live</li> <li>Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc.</li> </ul>

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				<ul style="list-style-type: none"> <li>• Give evidence and examples to show how Hindus put their beliefs into practice in different ways</li> <li>• Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus</li> <li>• Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.</li> </ul>
	Creation & Science – Conflict or Complimentary?	<ul style="list-style-type: none"> <li>• There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts.</li> <li>• These debates and controversies relate to the purpose and interpretation of the texts. For example, does reading Genesis as a poetic account conflict with scientific accounts?</li> <li>• There are many scientists throughout history and now who are Christians.</li> <li>• The discoveries of science make Christians wonder even more about the power and majesty of the Creator.</li> </ul>	<ul style="list-style-type: none"> <li>• Considering and using a range of narratives and ideas, considering the significance of key events from the religious past, and learning to appreciate the inspiration, origin, development and character of the Bible and other sacred texts.</li> <li>• Consider reflectively matters of deep concern and discuss their source and nature.</li> <li>• Begin to evaluate and start forming judgements by building on previous learning, listening carefully to others and thinking about whether they agree or not.</li> <li>• Develop dispositions that demonstrate their appreciation of spiritual, moral and aesthetic values, imaginatively developing empathy for friends and neighbours.</li> <li>• Acquire some basic interpretative skills from reading and listening to religious stories and teachings.</li> <li>• Using religious exemplars to inspire collaboration and to resolve differences.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.</li> <li>• Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.</li> </ul>

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	What do Christians believe Jesus did to 'save' people?	<ul style="list-style-type: none"> <li>Christians read the 'big story' of the Bible as pointing out the need for God to save people. This salvation includes the ongoing restoration of humans' relationship with God.</li> <li>The Gospels give accounts of Jesus' death and resurrection.</li> <li>The New Testament says that Jesus' death was somehow 'for us'.</li> <li>Christians interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone's sins; rescuing the lost and leading them to God; leading from darkness to light.</li> <li>Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass).</li> <li>Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith.</li> </ul>	<ul style="list-style-type: none"> <li>Considering and using a range of narratives and ideas, considering the significance of key events from the religious past, and learning to appreciate the inspiration, origin, development and character of the Bible and other sacred texts.</li> <li>Consider reflectively matters of deep concern and discuss their source and nature.</li> <li>Begin to evaluate and start forming judgements by building on previous learning, listening carefully to others and thinking about whether they agree or not.</li> <li>Develop dispositions that demonstrate their appreciation of spiritual, moral and aesthetic values, imaginatively developing empathy for friends and neighbours.</li> <li>Acquire some basic interpretative skills from reading and listening to religious stories and teachings.</li> <li>Using religious exemplars to inspire collaboration and to resolve differences.</li> </ul>	<ul style="list-style-type: none"> <li>Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.</li> <li>Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.</li> <li>Suggest meanings for narratives of Jesus' death/ resurrection, comparing their ideas with ways in which Christians interpret these texts.</li> <li>Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.</li> <li>Show how Christians put their beliefs into practice.</li> <li>Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.</li> </ul>
	For Christi	<ul style="list-style-type: none"> <li>Jesus told many parables about the Kingdom of God.</li> </ul>	<ul style="list-style-type: none"> <li>Considering and using a range of narratives and ideas, considering the significance of key events</li> </ul>	<ul style="list-style-type: none"> <li>Explain connections between biblical texts and the concept of the Kingdom of God.</li> </ul>

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		<p>These suggest that God's rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God.</p> <ul style="list-style-type: none"> <li>• The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so.</li> <li>• Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.</li> </ul>	<p>from the religious past, and learning to appreciate the inspiration, origin, development and character of the Bible and other sacred texts.</p> <ul style="list-style-type: none"> <li>• Consider reflectively matters of deep concern and discuss their source and nature.</li> <li>• Begin to evaluate and start forming judgements by building on previous learning, listening carefully to others and thinking about whether they agree or not.</li> <li>• Develop dispositions that demonstrate their appreciation of spiritual, moral and aesthetic values, imaginatively developing empathy for friends and neighbours.</li> <li>• Acquire some basic interpretative skills from reading and listening to religious stories and teachings.</li> <li>• Using religious exemplars to inspire collaboration and to resolve differences.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<p>How does faith help people when life gets hard?</p>		<ul style="list-style-type: none"> <li>• People turn to worship and prayer during good times.</li> <li>• People turn to worship and God during bad times e.g. when somebody dies</li> <li>• Different religious beliefs regarding life after death.</li> </ul>	<ul style="list-style-type: none"> <li>• Attend to what many religious adherents treasure and consider to be inspiring, and begin to develop their own sense of what is worth living by and for.</li> <li>• Begin to evaluate and start forming judgements by building on previous learning, listening carefully to others and thinking about whether they agree or not.</li> <li>• Develop dispositions that demonstrate their appreciation of spiritual, moral and aesthetic values, imaginatively developing empathy for friends and neighbours.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life</li> <li>• Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences</li> <li>• Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement)</li> </ul>

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				<ul style="list-style-type: none"><li>• Give examples of ways in which beliefs about resurrection/judgement/heaven/karma/reincarnation make a difference to how someone lives</li><li>• Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these</li><li>• Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.</li></ul>
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