Year 3

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unit	People of God – What is it like to follow God?	Incarnation – What is the Trinity? Core	Humanism – What is Humanism?	Kingdom of God – When Jesus left, what was the impact of Pentecost?	Sikhi – What is important for Sikh people?	Sikhi – How do Sikh people worship and celebrate?
Knowledge building blocks	• 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. • The People of God try to live in the way God wants, following his commands and worshipping him. • They believe he promises to stay with them and Bible stories show how God keeps his promises.	• Christians believe God is Trinity: Father, Son and Holy Spirit. • Christians believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. • Christians find that understanding God is challenging; people spend their whole lives learning more and more about God. • 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. • Christians worship God as Trinity. It is a huge idea to grasp and Christians have created art to help to express this belief. • Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.	• Humanism isn't a religion, but a way of thinking and living. • Humanists do not believe in God or gods and believe. You do not need to follow a religion or believe in a God to be happy. • They believe that this is our only life, so it is very important to live a worthwhile, happy life for ourselves and others. • The Golden Rule means treating others as you would want to be treated. • No place of worship – instead Humanists take pleasure in both the natural wonder of the world around us and human creativity. • Many Humanists have shared moral values – kindness, compassion, fairness, justice, honesty. • Happiness as a worthwhile goal. The time to be happy is now – there is only one life. • Humanists do not have special festivals; however, many humanists will celebrate cultural occasions. • Many Humanists mark key moments in people's lives such as births, weddings, and deaths.	• 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'). • Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him. • 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. • Christians celebrate Pentecost as the beginning of the Church	• Sikhs believe that there is only one God, who they have several names for. (Waheguru) • Sikhs try to put the teachings and examples of the 10 gurus into daily practice by living a good life, treating everyone equally and • sharing all they have. • It is important for Sikh's to belong to a community of believers called the Khalsa. • Khalsa Sikhs wear 5 articles of faith which reminds them of their faith and duty as a Sikh. •	• Sikhs can worship at any time or day, at home or in the Gurdwara. • Sikhs are expected to pray three times a day and mediate and recite words from the holy scriptures • Sikh people respect and regard The Guru Granth Sahib as a living Guru. • The Gurdwara is place that is welcome and open to everyone and is known as the 'doorway to the house of God' • All Sikhs are encouraged by their Guru (Guru Granth Sahib) to perform Seva or Selfless Service. • Vaisakhi is the biggest and most important Sikh festival, where they remember the founding of the Khalsa and the Sikh New Year.
Skills	**Emerging** Identify beliefs Retell and suggest the meanings of stories Recall and name Recognise		**Expected** Describe some ways Ask questions and suggest some of their own responses Suggest why Identify how Make connections between stories Give examples of how and suggest reasons why Discuss their own and others ideas Explore and suggest ideas Link up some questions and answers		**Exceeding** Identify some similarities and differences Discuss and present their own ideas about why Express their own understanding Present their own ideas about attitudes Make between key concepts and the big story of the Bible Consider and evaluate Suggest how and why Express ideas	

Year 4						
	Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Unit	Creation/Fall - What do Christians learn from the creation story?	Incarnation – What is the Trinity? Digging Deeper	Gospel – What kind of world did Jesus want?	Salvation – Why do Christians call the day that Jesus died 'Good Friday?' Digging Deeper	Hindu Dharma - What do Hindu people believe about God?	Hindu Dharma - How do Hindu people worship and celebrate?
Knowledge building blocks	• God the Creator cares for the creation, including human beings. • As human beings are part of God's good creation, they do best when they listen to God. • 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).	• Christians believe God is Trinity: Father, Son and Holy Spirit. • Christians believe the Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. • Jesus, the Son of God, is seen by Christians as revealing what God the Father is like. • Understanding God is challenging; people spend their whole lives learning more and more about God. • Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.	• Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first. • Jesus shows love and forgiveness to unlikely people. • Christians try to be like Jesus — they want to know him better and better. • Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice.	• Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. • The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to do. • Christians today trust that Jesus really did rise from the dead, and so is still alive today. • Christians remember and celebrate Jesus' last week, death and resurrection.	• I know Hindu Dharma describes the many religious beliefs and practices that developed in India over the past 4500 years • I know Hindu people believe in the supreme being Brahman that is in every living thing • I know Hindu people worship many aspects of Brahman through different deities • I know some Hindu stories and can talk about how these may impact the lives of Hindu people	• I know and understand how and why Hindu people worship at home and in a mandir • I know and understand how and why Hindu people celebrate Diwali, Holi and Raksha Bandan • I can explain why families are important for Hindu people • I can express my own ideas about worship, celebrations and families
Skills	**Emerging** Identify beliefs Retell and suggest the meanings of stories Recall and name Recognise		**Expected** Describe some ways Ask questions and suggest some of their own responses Suggest why Identify how Make connections between stories Give examples of how and suggest reasons why Discuss their own and others ideas Explore and suggest ideas Link up some questions and answers		**Exceeding** Identify some similarities and differences Discuss and present their own ideas about why Express their own understanding Present their own ideas about attitudes Make between key concepts and the big story of the Bible Consider and evaluate Suggest how and why Express ideas	

Religious Education Progression KS2

Year 5						
	Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Unit	God – What does it mean if God is loving and Holy?	People of God – How can following God bring freedom and justice?	Incarnation – Was Jesus the Messiah? Core	Salvation – What Jesus do to save human beings?	Islam: What do Muslim people believe about the way they should live their lives and why?	Islam: What do Muslim people believe about the way they should live their lives and why?
Knowledge building blocks	• Christians believe God is omnipotent, omniscient and eternal, and that this means God is worth worshipping. • 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. • 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. • Christians believe getting to know God is like getting to know a person rather than learning information	• The Old Testament pieces together the story of the People of God. • The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt; Christians see this story as looking forward to how Jesus' death and resurrection also rescue people from slavery to sin. • Christians apply this idea to living today by trying to serve God and to bring freedom to others; for example, loving others, caring for them, bringing health, food, justice and telling the story of Jesus.	• Jesus was Jewish. • Christians believe Jesus is God in the flesh. • 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. • The Old Testament talks about a 'rescuer' or 'anointed one' — a messiah. Some texts talk about what this 'messiah' would be like. • Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. (Jewish people do not think Jesus is the Messiah.) Christians see Jesus as their Saviour (See Salvation).	• 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. • The Gospels give accounts of Jesus' death and resurrection. • The New Testament says that Jesus' death was somehow 'for us'. • 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. • Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass). • 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.	Pupils will be expected to be able to: -express some ideas about Muslim beliefs about God, making some links with some of the 99 Names of Allah -re-tell some stories about the life of the Prophet Muhammad and recognize what they might say about him -identify some ways in which Muslim people practice their beliefs in relation to the five pillars of Islam and analyse their importance within the Muslim faith -recognise some objects and places used by Muslim people and evaluate why they are important -find out about and respond with their own ideas to examples of different beliefs, prayer, generosity and worship	Pupils will be expected to be able to: -identify some ways in which Muslim people practice their beliefs in relation to the five pillars of Islam especially Sawm (fasting) and Hajj (pilgrimage) and analyse their importance within the Muslim faith -find out about and respond with their own ideas about these beliefs and practices -describe and reflect on the significance of the Holy Qur'an to Muslim people -describe the forms of guidance that Muslim people use and compare them to the forms of guidance that they follow
Skills	**Emerging** Define the term Give two reasons Recall Find out Respond with their own ideas Identify the Describe		**Expected** Outline clearly Give examples of ways Express thoughtfully Present different views Express their own understanding / ideas Explain the impact Explain some similarities and differences between Explain some reasons why Make connections between Suggest some reasons why Describe and reflect		**Exceeding** Explain how xxx disagree and interpret things differently Explain the links between … giving reasons why Enquire into … using evidence and examples Interpret a range of … Investigate and explain … expressing their own ideas Examine the title question from different perspectives including their own. Apply ideas .. Consider and evaluate	

Religious Education Progression KS2

Year 6						
	Term 1	**Term 2**	**Term 3**	**Term 4**	**Term 5**	**Term 6**
Unit	Creation/Fall - Creation and science: conflicting or complementary?	Incarnation - Was Jesus the Messiah? Digging Deeper	Gospel – What would Jesus do?	Humanism - What is Humanism?	Buddhism Dhamma - What do Buddhists believe about the way they should live their lives and why?	Kingdom of God – What kind of a king is Jesus?
Knowledge building blocks	• There is much debate and some controversy around the relationship between the accounts of creation in Genesis and contemporary scientific accounts. • 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? • There are many scientists throughout history and now who are Christians. • The discoveries of science make Christians wonder even more about the power and majesty of the Creator	• The Old Testament pieces together the story of the People of God. As their circumstances change (for example, from being nomads (Abraham, Jacob) to being city dwellers (David)), they have to learn new ways of following God. • The story of Moses and the Exodus shows how God rescued his people from slavery in Egypt. • Christians apply this idea to living today by trying to serve God and to bring freedom to others; for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus. • Christians see the Christian Church as part of the ongoing story of the People of God, and try to live in a way that attracts others to God, for example, as salt and light in the world.	• 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 heal the damage done by human sin. • 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. • 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.	• Humanism isn't a religion, but a way of thinking and living. • Humanists do not believe in God or gods and believe. You do not need to follow a religion or believe in a God to be happy. • They believe that this is our only life, so it is very important to live a worthwhile, happy life for ourselves and others. • The Golden Rule means treating others as you would want to be treated. • No place of worship – instead Humanists take pleasure in both the natural wonder of the world around us and human creativity. • Many Humanists have shared moral values – kindness, compassion, fairness, justice, honesty. • Happiness as a worthwhile goal. The time to be happy is now – there is only one life. • Humanists do not have special festivals; however, many humanists will celebrate cultural occasions. • Many Humanists mark key moments in people's lives such as births, weddings, and deaths.	Pupils will be expected to be able to: • describe what Buddhists believe about the Buddha and his search for enlightenment. • explain that the Buddha's first teaching was about the Four Noble truths and that these are teachings about suffering and about impermanence • explain what is taught to and by Buddhists through the Eightfold Path and describe about how that might help Buddhists to live their lives • explain the Five Precepts of the Buddhist faith • express my ideas about the value of prayer and meditation. • recognize some of the key teachings of the Buddha that can be found in Buddhist stories • consider how the beliefs and teachings of the Buddha compare with those found in other religions that I have studied	• Jesus told many parables about the Kingdom of God. 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. • The Kingdom is compared to a feast where all are invited to join in. Not everyone chooses to do so. • Many Christians try to extend the Kingdom of God by challenging unjust social structures in their locality and in the world.
Skills	**Emerging** Define the term Give two reasons Recall Find out Respond with their own ideas Identify the Describe		**Expected** Outline clearly Give examples of ways Express thoughtfully Present different views Express their own understanding / ideas Explain the impact Explain some similarities and differences between Explain some reasons why Make connections between Suggest some reasons why Describe and reflect		**Exceeding** Explain how xxx disagree and interpret things differently Explain the links between … giving reasons why Enquire into … using evidence and examples Interpret a range of … Investigate and explain … expressing their own ideas Examine the title question from different perspectives including their own. Apply ideas .. Consider and evaluate	