



Subject: Curriculum Progression Map

Year group	<p align="center">Key skills and knowledge</p> <p>Learning about religion and belief: Knowledge and Understanding of Religion and developing the skills of investigation and enquiry, application and synthesis</p> <p>Learning from religion and belief: Critical Thinking developing the skills of analysis, evaluation, interpretation and expression</p> <p>Personal Reflection developing the skills of reflection and response, and empathy</p>	Key vocabulary
Foundation	<p>Listening, Attention and Understanding. Speaking</p> <ul style="list-style-type: none"> * I can understand how to listen carefully and why listening is important * I can learn new vocabulary * I can ask questions to find out more and to check they understand what has been said to them * I can describe events in some detail. * I can use talk to help work out problems and organise thinking and activities explain how things work and why they might happen. * I can engage in story-times. * I can listen to and talk about stories to build familiarity and understanding. * I can retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. <p>Self-Regulation, Managing Self, Building Relationships</p> <ul style="list-style-type: none"> * I can build constructive and respectful relationships. * I can express their feelings and consider the feelings of others * I can identify and moderate their own feelings socially and emotionally. * I can think about the perspectives of others <p>Past and Present, People, Culture and Communities</p> <ul style="list-style-type: none"> * I can talk about members of their immediate family and community. * I can name and describe people who are familiar to them * I can comment on images of familiar situations in the past. * I can compare and contrast characters from stories, including figures from the past. * I can understand that some places are special to members of their community. * I can recognise that people have different beliefs and celebrate special times in different ways. * I can understand the effect of changing seasons on the natural world around them 	
Year 1	<p>Name, recall and talk about</p> <p><i>Pupils can:</i></p> <ul style="list-style-type: none"> *use some religious words and phrases to recognise and name features of religious life and practice *recall religious stories and recognise symbols, and other verbal and visual forms of religious expression <p><i>In relation to the religion studies, pupils can talk about:</i></p> <ul style="list-style-type: none"> *what they find interesting or puzzling in relation to religion and belief *what is of value and concern to themselves and to others *their own experiences and feelings, in relation to religion and belief <p>Creation: Who Made the World?</p> <ul style="list-style-type: none"> o I can retell the story of creation from Genesis 1:1–2.3 simply. o I can recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible. o I can say what the story tells Christians about God, Creation and the world. o I can give at least one example of what Christians do to say thank you to God for the Creation. o I can think, talk and ask questions about living in an amazing world. <p>I know that most Christians believe:</p> <ul style="list-style-type: none"> o God created the universe. o The Earth and everything in it are important to God. o God has a unique relationship with human beings as their Creator and Sustainer. o Humans should care for the world because it belongs to God. 	<p>Creation: God, Creator, Creation, Big Bang, Shabbat</p> <p>Incarnation: Magi/wise men: visitors from Eastern lands who travelled to find a king because they had seen a star, Gold symbolises kingship on earth, Frankincense (an incense) is a symbol of deity, Myrrh (an embalming oil) is a symbol of death. Incarnation: God becoming man or literally being “made flesh”, Forgiveness, Acceptance, Disciples: Jesus’ special friends.</p> <p>Shabbat: Shabbat: Sabbath – A day of rest, Kippah: skull cap, Tenakh: Jewish holy books, synagogue, rabbi,</p> <p>Salvation: the saving of mankind from permanent separation from God by the death and resurrection of Jesus, Palm</p>



Incarnation: Why Does Christmas Matter to Christians?

- o I can give a clear, simple account of the story of Jesus’ birth and why Jesus is important for Christians.
- o I can recognise that stories of Jesus’ life come from the Gospels.
- o I can give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.
- o I can decide what they personally have to be thankful for at Christmas time.

I know that:

- o Most Christians believe that Jesus is God and that he was born as a baby in Bethlehem.
- o The Bible points out that Jesus’ 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).
- o Christians celebrate Jesus’ birth; Advent for Christians is a time of getting ready for Jesus’ coming.

Judaism: Is Shabbat Important to Jewish Children?

- o I can tell you which my favourite day of the week is and talk about food I would like to share in a special meal.
- o I can use the right names for things that are special to Jewish people during Shabbat and explain why.
- o I can start to make a connection between being Jewish and decisions about behaviour.

Salvation: Why Does Easter Matter to Christians?

- o I can recognise that Incarnation and Salvation are part of a ‘big story’ of the Bible.
- o I can tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).
- o I can recognise that Jesus gives instructions about how to behave.
- o I can give at least three examples of how Christians show their beliefs about Jesus’ death and resurrection in church worship at Easter.
- o I can 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.

I know that:

- o Easter is very important in the ‘big story’ of the Bible.
- o Christians believe Jesus rose again, giving people hope of a new life.

Judaism: Are Rosh Hashanah and Yom Kippur Important to Jewish Children?

- o I can say how it feels to say sorry and what I have said sorry for.
- o I can tell you something that either Rosh Hashanah or Yom Kippur is about.
- o I can choose a picture and give my thinking on why this might be important to Jewish children at Rosh Hashanah or Yom Kippur.

Judaism: Does celebrating Chanukah make Jewish children feel closer to God?

- o I can talk about how cards help to mark celebrations.
- o I can recognise some of the symbols used at Chanukah and start to explain them.
- o I can talk about how a Jewish child might feel about taking part in a Chanukah activity and if this affects how s\he feels about God.

Sunday: when Jesus rode into Jerusalem, Disciples: Jesus’ special friends.

Rosh Hashanah and Yom Kippur: Rosh Hashanah: Jewish New Year, Yom Kippur: The Day of Atonement, Shofar: ram’s horn, Challah bread: special bread used at this time, repentance, forgiveness,

Chanukah: Dreidel game, reflection, celebration, latkes; potato cakes, Judas Maccabee

Retell stories, identify religious material and ask questions

Pupils can:

- *use religious words and phrases to identify some features of religion and its importance for some people
- *begin to show awareness of similarities in religions
- *retell religious stories and suggest meanings for religious actions and symbols
- *identify how religion is expressed in different ways

In relation to the religion studies, pupils can talk about:

- *recognise that some questions cause people to wonder and are difficult to answer
- *ask, and respond sensitively to, questions about their own and others’ experiences and feelings, in relation to religion and belief
- *in relation to matters of right and wrong recognise their own values and those of others

God: What Do Christians Believe God is Like?

God: Agape: universal love, such as the love for strangers, nature, or God. It is also called charity, Trinity: God (the Father), Jesus (his son) and the Holy Spirit, Incarnation: God becoming man or literally being “made flesh”. Lost and Found, parable, All loving, forgiveness.

Incarnation: Trinity: God (the Father), Jesus (his son) and the Holy Spirit, Incarnation: God becoming man or literally being “made flesh”. Nativity, worshipped, advent, carols.

Year 2



- I can identify what a parable is.
- I can tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father.
- I can give clear, simple accounts of what the story means to Christians.
- I can give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others.
- I can give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example.
- I can think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.

I know that:

- Christians believe in God, and that they find out about God in the Bible.
- Christians believe God is loving, kind, fair and forgiving, and also Lord and King.
- Some stories show these Christian beliefs.
- Christians worship God and try to live in ways that please him.

Incarnation: Why Does Christmas Matter to Christians?

- I can recognise that Incarnation is part of the 'Big Story' of the Bible.
- I can tell the story of the birth of Jesus and recognise the link with Incarnation — Jesus is 'God on Earth'.
- I can give at least two examples of ways in which Christians use the nativity story in churches and at home; for example, using nativity scenes and carols to celebrate Jesus' birth.
- I can think, talk and ask questions about the Christmas story and the lessons they might learn from it: for example, about being kind and generous.

I know that:

- Most Christians believe that Jesus is God and that he was born as a baby in Bethlehem.
- The Bible points out that Jesus' 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).
- Christians celebrate Jesus' birth; Advent for Christians is a time of getting ready for Jesus' coming.

Judaism: How Important Is It For Jewish People To Do What God Asks Them To Do?

- I can talk about why I do as some people ask but not others.
- I can talk about the Seder meal, or another Jewish practice, with some detail and some of the correct vocabulary, and start to explain why they choose to do this.
- I can suggest what I think are the most and least important things Jews do that God asks them to do and add at least one reason.

Gospel: What Is The Good News Jesus Brings?

- I can tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news.
- I can give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.
- I can recognise that Jesus gives instructions to people about how to behave.
- I can 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.
- I can 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).
- I can 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.

I know that:

- Christians believe Jesus brings good news for all people.
- For Christians, this good news includes being loved by God, and being forgiven for bad things.
- Christians believe Jesus is a friend to the poor and friendless.
- Christians believe Jesus' teachings make people think hard about how to live and show them the right way.

Judaism: How special is the relationship Jews have with God?

Passover: Covenant: special relationship based on mutual promises Pesach: festival of Passover, Seder meal: meal commemorating the events of the exodus, Moses, Pharaoh, Respect, Israelites, Slavery, Torah, Haggadah

Gospel: gospel, - good news, Parable, Jesus, Bible, (Salvation), Prayer, Confession, tax collector, friendless, forgiveness,

Covenant: Covenant: special promise, Abraham, Moses, Ten Commandments, Mezuzah: a small case placed on Jewish doorposts containing the Shema, Shema: a very important prayer for Jews

Rites of Passage: Bar/Bat Mitzvah, commitment, mitzvot, Tu B'Shevat



- I can explain why agreements are important and why they should be kept.
- I can tell a story about Abraham or Moses and say why one of these men is important to Jews today.
- I can start to explain the significance of one thing Jews do and say how it shows their special relationship with God.

Judaism: What is the best way for a Jew to show commitment to God?

- I can explain why I could do certain things at certain ages. I can tell you what I am most committed to in my life.
- I can talk about one of the ways Jews show commitment to God.
- I can talk about a way that Jews show commitment to God and say why this might be important.

Describe religion Make links to their own experience

Pupils can:

**use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences*

**make links between beliefs and sources, including religious stories and sacred texts*

**begin to identify the impact religion has on believers' lives *describe some forms of religious expression*

In relation to the religion studies, pupils can talk about:

**experiences, in relation to religion and belief*

**ask important questions about religion and beliefs, making links between their own and others' responses*

**make links between religious and non-religious values and commitments, and their own attitudes and behaviour*

**identify what influences them, making links between aspects of their own and others'*

Hinduism: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?

- I can tell you three important actions I could take to support a group I belong to.
- I can discuss my understanding of my group's symbol.
- I can describe some of the ways Hindus celebrate Divali and start to explain how I think Hindu children might feel at Divali.
- I can start to say why Divali might bring a sense of belonging to Hindus.

Incarnation: What is Trinity?

- I can identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter.
- I can offer suggestions about what texts about baptism and Trinity might mean.
- I can give examples of what these texts mean to some Christians today.
- I can describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.
- I can 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.

I know that most Christians:

- Believe God is Trinity: Father, Son and Holy Spirit.
- Believe The Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers.
- Find that understanding God is challenging; people spend their whole lives learning more and more about God.
- 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.
- Worship God as Trinity. It is a huge idea to grasp and Christians have created art to help to express this belief.
- Believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus.

Creation/Fall: What do Christians learn from the Creation story?

- I can place the concepts of God and Creation on a timeline of the Bible's 'Big Story'.
- I can make clear links between Genesis 1 and what Christians believe about God and Creation.
- I can 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.)
- I can 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.

Divali: Divali: festival commemorating the Ramayana, Ramayana: one of the holy books – story of Rama and Sita, Rangoli: decorative patterns, Good Vs Evil, Lakshmi, diva lamps, Puja tray,

Incarnation: Trinity: complete relationship between God (the Father), Jesus (his son) and the Holy Spirit, Monotheism: Belief in one God only, Creed: a statement of belief usually recited by believers during services in a church. Gospel,

Creation/Fall: creator, ten commandments.

Salvation: Incarnation: God as man, Disciples: Jesus' special friends, Resurrection: Coming back to life after being put to death, Crucifixion: being put to death by being nailed to a cross, Communion: The sharing of specially blessed bread and wine which then becomes/represents to Christians the body and blood of Jesus to commemorate the Last Supper and Jesus' death and resurrection. Palm Sunday, Good Friday, Easter Sunday, Holy Week, Last Supper, sacrifice.

God: Brahman: The Supreme Power –God, Brahma: creator, Vishnu: preserver, Shiva: destroyer, Atman: part of Brahman – in everyone

Ganges: Ganges: Sacred river for Hindus – in India, Puranas: ancient Hindu Scripture,

Year 3



- I know that most Christians believe:
- o God the Creator cares for the creation, including human beings.
 - o As human beings are part of God's good creation, they do best when they listen to God.
 - o 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).
 - o God made our wonderful world and so we should look after it.

Salvation: Why Do Christians call the day Jesus dies 'Good Friday'?

- o I can order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'.
- o I can offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.
- o I can give examples of what the texts studied mean to some Christians.
- o I can make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.
- o I can describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.
- o I can 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.

I know that:

- o Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection.
- o The various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do.
- o Christians today trust that Jesus really did rise from the dead, and so is still alive today.
- o Christians remember and celebrate Jesus' last week, death and resurrection.

Hinduism: How can Brahman be everywhere and in everything?

- o I can explain some of the different roles I play whilst still being me.
- o I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything.
- o I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus.

Hinduism: Would visiting the River Ganges feel special to a non-Hindu?

- o I can explain why water is important.
- o I can describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it.
- o I can empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges.

Describe religion Make links to their own experience

Pupils can:

- *use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences
- *make links between beliefs and sources, including religious stories and sacred texts
- *begin to identify the impact religion has on believers' lives *describe some forms of religious expression

In relation to the religion studies, pupils can talk about:

- *experiences, in relation to religion and belief
- *ask important questions about religion and beliefs, making links between their own and others' responses
- *make links between religious and non-religious values and commitments, and their own attitudes and behaviour
- *identify what influences them, making links between aspects of their own and others'

Islam: How special is Allah to Muslims?

- o I can tell you how I demonstrate my respect for other people.
- o I can describe some of the attributes (names) of Allah and some of the actions that a Muslim might take to demonstrate respect to Allah.
- o I can start to see similarities between my way of showing respect and some of the ways Muslims may show respect for Allah.

God: Allah, Qur'an: Holy book -word of Allah, Calligraphy: beautiful writing, Calligrams: beautiful writing formed into pictures, respect

People of God: Noah, obedience, covenant, responsibilities, consequences, symbolism

Humanism: opinion, fairness, respect, Golden Rule, empathy, symbol, G-d, Allah, Christian, Jewish, Muslim people, No God (Atheism), Not sure (Agnostic), Creator

Prophets: Muhammad: last prophet of Islam, Prophet: one chosen by Allah to be a messenger, Qur'an: the direct word of Allah given to Muhammad over 20 years.

Kingdom of God: God, Pentecost, Good Friday, resurrection, tongues of fire,

Year 4



People of God: What is it like to follow God?

- o I can make clear links between the story of Noah and the idea of covenant.
- o I can make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.
- o I can make links between the story of Noah and how we live in school and the wider world.

I know that:

- o 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.
- o The People of God try to live in the way God wants, following his commands and worshipping him.
- o They believe he promises to stay with them and Bible stories show how God keeps his promises.

Humanism: How could Humanists lead good lives?

- o I can tell you how I demonstrate my empathy for other people.
- o I can describe some of the things that Humanists believe are important and some of the actions that a Humanist might take to demonstrate empathy.
- o I can start to see similarities between my way of showing empathy and some of the possible actions of Humanists.

Islam: How important is the prophet Muhammad to Muslims?

- o I can explain who is special to me and say why.
- o I can rank and/or identify what I feel might be the most important parts of the life of Muhammad to a Muslim.
- o I can explain my reasons for choosing certain facts about Muhammad’s life above others.

Kingdom of God: When Jesus left, what was the impact of Pentecost?

- o I can make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth.
- o I can offer suggestions about what the description of Pentecost in Acts 2 might mean.
- o I can give examples of what Pentecost means to some Christians now.
- o I can 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.
- o I can 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.

I know that:

- o 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’).
- o Christians believe Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him.
- o 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.
- o Christians celebrate Pentecost as the beginning of the Church.

Islam: How does the Qur’an influence Muslims today?

- o I can explain something I have learnt from a book that has helped me.
- o I can explain why the Qur’an is important to Muslims and some actions they take to show this.
- o I can consider some actions a Muslim could take to follow the teachings in the Qur’an.

disciples, Holy Spirit, Lord’s Prayer, Trinity, ascension

Qu’ran: Qur’an: Muslim Holy book, Hadith: the example of Muhammad, Sunnah: the Qur’an and the Hadith together form a path for life, Kursi: Qur’an stand

Show understanding of religion and apply ideas to themselves and others

Pupils can:

- *use developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences
- *make links between them, and describe some similarities and differences both within and between religions
- *describe the impact of religion on people’s lives
- *suggest meanings for a range of forms of religious expression

Sikh belief: Guru Nanak: founder of Sikhism, Harmandir Sahib: Golden Temple — place of Pilgrimage in India, Langar: free vegetarian meal available for all, 5 Ks: 5 physical symbols of joining the Khalsa, sacrifice, Gurdwara, Armit,

Year 5



In relation to the religion studies, pupils can talk about:

*raise and suggest answers to questions and issues raised by religion and belief

*apply their ideas relating to their study of religion and belief to their own and other people's lives

*describe what inspires and influences themselves and others, in relation to religion and belief

Sikhism: How far would a Sikh go for his/her religion?

- o I can identify the different levels of commitment I show to different things and explain these priorities.
- o I can make links between how Sikhs practise their religion and the beliefs that underpin this.
- o I can respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show.

Gospel: What would Jesus Do?

- o I can identify features of Gospel texts (for example, teachings, parable, narrative).
- o Taking account of the context, I can suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.
- o I can make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.
- o I can 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.

I know that:

- o 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.
- o 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.
- o 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.

Sikhism: Are Sikh stories important today?

- o I can explain how some stories can teach people about what is important and how to behave.
- o I can recognise that stories can be an important way of expressing belief and meaning and can explain the relevance of a Sikh story.
- o I can explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs.

Salvation: What did Jesus Do to save human beings?

- o I can outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.
- o I can explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.
- o I can suggest meanings for narratives of Jesus' death/ resurrection, comparing their ideas with ways in which Christians interpret these texts.
- o I can make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.
- o I can show how Christians put their beliefs into practice.
- o I can weigh up the value and impact of ideas of sacrifice in their own lives and the world today.

I know that:

- o 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.
- o The Gospels give accounts of Jesus' death and resurrection.
- o The New Testament says that Jesus' death was somehow 'for us'.
- o 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.
- o Christians remember Jesus' sacrifice through the service of Holy Communion (also called the Lord's Supper, the Eucharist or the Mass).

Gospel: Jesus , Gospel , healing , serving the poor, Inclusion of the "outcasts", Salvation , Holy Spirit, prayer, ministry.

Sikh Stories: Guru: Teacher or guide, Guru Nanak: founder of Sikhism, Guru Granth Sahib: Holy book, Chauri: fan,

Salvation: Christianity: Jesus, Trinity, Salvation, Sacrifice, Crucifixion, Resurrection, Salvation, Forgiveness, Hope and Life after death

Sikh Commitment: 5 Ks: 5 physical symbols of joining the Khalsa, Sewa, Gurdwara, Langar, Varisaki, commitment,

Hindu afterlife: Karma: actions and in particular the consequences of our actions in this life and the next, Samsara: the cycle of life including birth, life, death and rebirth, Moksha: the final release from the cycle of rebirth — to join with Brahman, cycle of life, soul (atman), renouncing, sadhu



- 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.

Sikhism: What is the best way for a Sikh to show commitment to God?

- I can show an understanding of why people show commitment in different ways.
- I can describe how different practices enable Sikhs to show their commitment to God and understand that some of these will be more significant to some Sikhs than others.
- I can start to express what I think about the best way a Sikh could show commitment to God.

Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?

I can start to express my own views about life after death.

I can compare Hindu and Christian beliefs relating to life after death and tell you how these make a difference to believers' lives.

I can express my own views about Hindu beliefs and whether they make sense to me or not.

Show understanding of religion and apply ideas to themselves and others

Pupils can:

*use developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences

*make links between them, and describe some similarities and differences both within and between religions

*describe the impact of religion on people's lives

*suggest meanings for a range of forms of religious expression

In relation to the religion studies, pupils can talk about:

*raise and suggest answers to questions and issues raised by religion and belief

*apply their ideas relating to their study of religion and belief to their own and other people's lives

*describe what inspires and influences themselves and others, in relation to religion and belief

People of God: How can following God bring freedom and justice?

- I can explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms.
- I can make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave.
- I can explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others.
- I can identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.

I know:

- 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.

Kingdom of God: What kind of King is Jesus?

- I can explain connections between biblical texts and the concept of the Kingdom of God.
- I can consider different possible meanings for the biblical texts studied, showing awareness of different interpretations.
- I can 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.
- I can 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.

I know:

- 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.

People of God: Life of Moses, children of Israel, Exodus, salvation, Ten Commandments, atheist, covenant, justice

Kingdom of God: Heaven, Lord's Prayer, parables,

Creation: opinion, Christian, No God (Atheism), Not sure (Agnostic), Creator, evolution, theories, cosmology, contradiction, complementary, conflict
Muslim Commitment: Ramadan: Month of fasting. The month the Qur'an was first revealed to Muhammad, Muhammad: the final prophet of Islam, Qur'an: Holy book. The word of Allah in Arabic, 5 Pillars

Muslim afterlife: Akhirah: life after death, Jihad: Struggle, Lesser Jihad: a struggle or fight against the enemies of Islam, Greater Jihad: personal individual struggle against evil, 8 Gates of Jannah, Holy War, interpretation, influence, cultural difference, Just War,

Year 6



- 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.

Creation: Creation and Science: conflicting or complementary?

- I can outline the importance of Creation on the timeline of the 'big story' of the Bible.
- I can identify what type of text some Christians say Genesis 1 is, and its purpose.
- I can 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.
- I can make clear connections between Genesis 1 and Christian belief about God as Creator.
- I can show understanding of why many Christians find science and faith go together.
- I can identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.
- I can weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.

I know:

- 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.

Islam: What is the best way for a Muslim to show commitment to God?

I can show an understanding of why people show commitment in different ways.

I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others.

I can think of some ways of showing commitment to God that would be better than others for Muslims.

Islam: Does belief in Akhirah (Life after death) help Muslims to lead good lives? Part One

I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow.

I can explain how believing in Akhirah influences Muslims to do their best to lead good lives.

I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.

Islam: Does belief in Akhirah (Life after death) help Muslims to lead good lives? Part Two

I can give examples of times when I misinterpreted something.

I can explain two different Muslim interpretations of Jihad.

I can recognise what motivates me or influences me to lead a good life and compare it with what motivates and influences Muslims.