



RE Progression of Knowledge and Skills



EYFS			
Three and Four-Year-Olds	Personal, Social and Emotional Development		<ul style="list-style-type: none">• Develop their sense of responsibility and membership of a community.
	Understand the world		<ul style="list-style-type: none">• Continue to develop positive attitudes about the differences between people.
Reception	Personal, Social and Emotional Development		<ul style="list-style-type: none">• See themselves as a valuable individual.• Think about the perspectives of others
	Understanding the world		<ul style="list-style-type: none">• Talk about members of their immediate family and community.• Name and describe people who are familiar to them.• Understand that some places are special to members of their community.• Recognise that people have different beliefs and celebrate special times in different ways.
ELG	Personal, Social and Emotional Development.	Building relationships	<ul style="list-style-type: none">• Show sensitivity to their own and others' needs.
	Understanding the world	Past and Present	<ul style="list-style-type: none">• Talk about the lives of people around them and their roles in society• Understand the past through settings, characters and events encountered in books read in class and storytelling.
		People and Communities	<ul style="list-style-type: none">• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>KNOWLEDGE</p> <p>Christianity</p>	<p>What the word God means.</p> <p>Christians believe in God? Christians believe God is the Creator of everything?</p> <p>What Christians say about God as Creator. The creation story.</p> <p>What Christians think we should do to protect the world.</p> <p>Special stories about Jesus in the Bible.</p> <p>Why Christians celebrate Jesus' Birthday. The special things do Christians do at Christmas to share God's love.</p> <p>What makes every single person unique and precious.</p> <p>The importance of Easter for Christians. What Christians believe happened to Jesus What do Christians do at Easter? Why we have Easter eggs?</p> <p>Christian Baptism</p> <p>Special Christian places of worship</p> <p>Sacred text – The bible</p>	<p>What a parable is.</p> <p>The parable of the lost son.</p> <p>God is thought of as loving and forgiving.</p> <p>Stories of Jesus' life come from the gospels.</p> <p>The Christmas story as told in the bible.</p> <p>Christmas traditions today are linked to the story of Christmas.</p> <p>Incarnation and salvation.</p> <p>Holy week at Easter</p> <p>The Easter story.</p> <p>How Christians celebrate Easter.</p>	<p>The creation story from the bible.</p> <p>How Christians say Thankyou</p> <p>The story of Jesus' life is found in the Gospels.</p> <p>What it means to be part of a faith community.</p> <p>How Christians worship</p> <p>Objects used in worship</p>	<p>The bible has the old and new testament.</p> <p>How to read the bible, book, chapter, verse.</p> <p>The story of Noah.</p> <p>The calling of the first disciples.</p> <p>Salvation and the importance of Holy week.</p> <p>Events and celebration of Easter</p>	<p>The creation story and how it relates to creation and fall.</p> <p>The Gospels</p> <p>Baptism</p> <p>The Holy Trinity</p> <p>Pentecost and the kingdom on Earth.</p> <p>Love and commitment</p> <p>Prayer</p>	<p>Stories from the bible</p> <p>The 'big story' from the bible and the timeline.</p> <p>Incarnation and salvation</p> <p>Resurrection</p> <p>Christian beliefs into practice</p> <p>Holy communion</p>	<p>incarnation and Messiah within the 'big story' of the bible.</p> <p>Prophecy texts</p> <p>Incarnation</p> <p>The Messiah</p> <p>God and Humanist views</p> <p>Celebrating Christmas</p> <p>Putting beliefs into practice</p> <p>Jesus as the messiah.</p>

<i>Judaism</i>	<p>How Jewish people welcome babies.</p> <p>Special Jewish places of worship</p> <p>Sacred texts – The Torah</p> <p>Religious stories</p>	<p>The shema is a Jewish prayer</p> <p>The story of Hannukah.</p> <p>How Jewish people celebrate Sukkot and Shabbat.</p> <p>How Jewish people remember God in different ways.</p> <p>How Jewish people look after the world.</p>		<p>Jewish beliefs about God, sin and forgiveness</p> <p>The story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people.</p> <p>Jewish festivals.</p>		<p>Jewish beliefs about god</p> <p>Jewish texts</p> <p>The Torah and how it is respected and used.</p> <p>Orthodox and Progressive Jewish practice</p>	
<i>Hinduism</i>	<p>Hindu naming ceremonies</p> <p>Special Hindu places of worship</p> <p>Sacred text – The Vedas</p> <p>Religious stories</p>			<p>Hindi deities</p> <p>Hindu stories</p> <p>Hindu practices</p> <p>How Hindus worship</p> <p>Where Hindus worship</p> <p>Divali</p>		<p>Hindu beliefs (dharma, karma, samsara, moksha)</p> <p>The story of the man in the well.</p> <p>The four Hindu aims of life and the four stages of life</p>	
<i>Islam</i>	<p>How babies are welcomed in Islam</p> <p>Special Muslim places of worship.</p> <p>Sacred text – The Qu’ran</p> <p>Religious stories</p>		<p>the words of the <i>Shahadah</i> and that it is very important for Muslims</p> <p>the key Muslim beliefs about God found in the <i>Shahadah</i> and the 99 names of Allah</p> <p>how stories about the Prophet show what Muslims believe about Muhammad</p> <p>The holy places for Muslims</p> <p>How the Islam community functions.</p> <p>Traditions in the Islam faith</p> <p>How Muslims worship.</p>		<p>God in Islam expressed in Surah 1</p> <p>Beliefs about God and ibadah</p> <p>love and commitment</p> <p>Prayer and practices</p>		<p>Muslim beliefs about God and the Prophet</p> <p>The Holy Qur’an</p> <p>How Muslim sources of authority guide Muslim living</p>

Non-religion			Love and commitment outside of religion.		Celebration and commitment for non-religious people		How faith and science can link How humanist view about being good links to faith. Atheist and agnostic views
--------------	--	--	------------------------------------------	--	-----------------------------------------------------	--	----------------------------------------------------------------------------------------------------------------------------

SKILLS	Making sense of religion	Retell stories, talking about what they say about the world, God, human beings (F.1)	Identify what a parable is.	Retell the story of creation from Genesis 1:1-2:3 simply.	Make clear links between the story of Noah and the covenant.	Place the concept of God and Creation on a timeline of the Bible's 'big story'	Identify some different biblical texts using technical terms accurately.	Identify what type of text some Christians say Genesis 1 is and its purpose.
		Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus (F.2)	Tell the story of the lost son from the bible, recognising link of God as a forgiving father.	Recognise that 'Creation' is the beginning of the 'big story' of the bible. Say what the story tells Christians about God, Creation and the world.	Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of men'	Make clear links between Genesis 1 and what Christians believe about God and creation	Explain connections between biblical texts and Christian ideas of God, using theological terms.	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.
		Recognise and retell stories connected with celebration of Easter (F.3) • Say why Easter is a special time for Christians (F.3)	Give clear, simple account of what the story means to Christians.	Tell stories from the bible and recognise a link with the concept of 'Gospel' or good news.	Suggest ideas and the find out about what Jesus' actions towards outcasts mean for a Christian.	Recognise that the story of 'the fall' in Genesis 3 gives an explanation of why things go wrong in the world.	Identify features of gospel texts	Explain the place of incarnation and Messiah within the 'big story' of the bible.
		Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God (F.5)	Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.	Give clear, simple accounts of what Bible texts Eg: Matthew the tax collector, mean to Christians.	Recognise the word 'Salvation' and that Christians believe Jesus came to save or rescue people by showing them how to live.	Recognise what a Gospel is and give an example of the kind of stories it contains	Taking account of the context, suggest meanings of gospel texts covered, and compare their own ideas with ways in which Christians interpret biblical texts.	Identify Gospel and prophecy texts using technical terms
		Talk about some religious stories (F.6) Recognise some religious words, e.g. about God (F.6)	Recognise that stories of Jesus' life come from the Gospels.	Recognise that Jesus gives instructions to people about how to behave.	Offer informed suggestions about what the events of Holy week mean to Christians	Offer suggestions about what texts about baptism and Trinity mean Give examples of what these texts mean to some Christians today	Outline the timetable of the 'big story' of the Bible explaining how incarnation and salvation fit within it.	Explain connections between biblical texts, incarnation and Messiah using theological terms.
		Identify a sacred text e.g. Bible, Torah (F.6)	Recognise that Incarnation and Salvation are part of a 'big story' of the bible.	Recognise the words of the Shahadah and that it is very important for Muslims.	Offer informed suggestions about what the events of Holy Week mean to Christians	Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth.	Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.	Explain connections between biblical texts and the concept of the kingdom of God
			Tell stories of holy week and Easter from the bible and recognise a link with the idea of Salvation	Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, and give a simple description of what some of them mean.	Give examples of what Christians say about the importance of events of Holy Week	Offer informed suggestions about what the events of Pentecost in Acts 2 might mean.	Suggest meanings for narratives of Jesus' death /resurrection, comparing their ideas with ways in which Christians interpret these texts.	Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations.
			Recognise the words of the Shema as a Jewish prayer	Identify some Hindu deities and say how they help Hindus describe God.	Identify some Hindu deities and say how they help Hindus describe God.	Give examples of what Pentecost means to some Christians now.	Identify and explain hindu beliefs (dharma, karma, samsara, moksha) using technical terms accurately.	Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an
			Retell simply some stories used in	Make clear links between some stories and what Hindus believe about God	Make clear links between the story of Noah and the covenant.	Identify some beliefs about God in Islam expressed in Surah 1	Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about Samsara, moksha etc.	Describe ways in which Muslim sources of authority guide Muslim living
				Give examples of how stories about the Prophet show what	Make clear links between the story of Noah and the covenant.	Make clear links between beliefs about God and		Identify and explain beliefs about why people are good and bad (Christian and Humanist)

			<p><i>Jewish celebrations (eg: Chanukah)</i></p> <p><i>Give examples of how the stories used in celebrations, remind Jews about what God is like.</i></p> <p><i>Identify a story or text that says something about each person being unique and valuable. Give an example of a key belief some people find in these stories.</i></p> <p><i>Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world</i></p>	<p><i>Muslims believe about Muhammad.</i></p> <p><i>Recognise that there are special places where people go to worship, and talk about what people do there.</i></p> <p><i>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</i></p> <p><i>Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship.</i></p> <p><i>Recognise that loving others is important in lots of communities.</i></p> <p><i>Say simply what Jesus and one other religious leader taught about loving other people.</i></p>	<p><i>Offer informed suggestions about what Hindu murtis express about God.</i></p> <p><i>Identify the terms 'dharma', 'Sanatan Dharma' and 'Hinduism' and say what they mean.</i></p> <p><i>Make links between Hindu practices and the idea that Hinduism is a whole way of life.</i></p> <p><i>Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean.</i></p> <p><i>Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people.</i></p> <p><i>Offer informed suggestions about the meaning of the Exodus story For Jews today.</i></p> <p><i>Identify some beliefs about why the world is not always a good place (sin)</i></p> <p><i>Make links between religious beliefs and teachings and why people try to live and make the world a better place</i></p>	<p><i>ibadah (God is worth worshipping and how Muslims submit to God)</i></p> <p><i>Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean.</i></p> <p><i>Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today.</i></p>	<p><i>Identify and explain Jewish beliefs about God</i></p> <p><i>Give examples of some texts that say what God is like and explain how Jewish people interpret them.</i></p> <p><i>Describe at least three examples of ways in which religion guides people in how to respond to good and hard times in life.</i></p> <p><i>Identify beliefs about life after death in at least 2 different religious traditions, comparing and accounting for similarities and differences.</i></p>	<p><i>be good (Christian ideas of being made in image of God but fallen, and Humanists saying people can be good without God.</i></p> <p><i>Define the term theist atheist and agnostic and give examples of statements that reflect these beliefs.</i></p> <p><i>Identify and explain what religious and non religious people believe about God saying where they get their ideas from.</i></p> <p><i>Give examples of reasons why people do or do not believe in God.</i></p>
--	--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Understanding the impact	Say how and when Christians like to thank their Creator (F.1)	Give at least 2 examples of a way in which Christians show their belief in God as loving and forgiving (saying sorry, God welcoming them back, by forgiving others. (1.1)	Give at least one example of what Christians do to say 'thank you ' to God for creation (1.2)	Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony (2.2)	Describe what Christians do because they believe God is creator (follow God, wonder at the how amazing God's creation is, care for the Earth – some specific ways) (2.1)	Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed (u2,1)	Make clear connections between Genesis 1 and Christian belief about God as Creator (u2.2)
	Recall simply what happens at a traditional Christian festival (Christmas) (F.2)	Give an example of how Christians put their beliefs into practice in worship (saying sorry to God) (1.1)	Give at least 2 ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless. (1.4)	Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways (2.4)	Describe how and why Christians might pray to God, say sorry and ask for forgiveness. (2.1)	Show how Christians put their beliefs into practice in worship (u2.1)	Show understanding of why many Christians find science and faith go together (u2.2)
	Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc (F.3)	Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas (1.3)	Give at least 2 examples of how Christians put these beliefs into practice in the church community and their own lives (eg charity, confession) (1.4)	Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities. (2.5)	Describe how Christians show their beliefs about God the Trinity in worship in different ways (baptism and prayer for example) and in the way they live. (2.3)	Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives (u2.4)	Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas (u2.3)
	Talk about some ways Christians remember these stories at Easter. (F.3)	Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter (1.5)	Give examples of how Muslims use the Shahadah to show what matters to them (1.6)	Describe how Christians show their beliefs about Jesus in worship in different ways (2.5)	Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now (2.6)	Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper (u2.5)	Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible (u2.3)
	Recall simply what happens at a traditional Christian infant baptism and dedication (F.4)	Give examples of how Jewish people celebrate special times (Shabbat, sukkot, Chanukah) (1.7)	Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (care for creation, fast in Ramadan) (1.6)	Male simple links between beliefs about God and how Hindus live eg: choosing a deity and worshipping at a home shrine; celebrating Diwali (2.7)	Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now (2.6)	Show how Christians put their beliefs into practice in different ways (u2.5)	Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice
	Recall simply what happens when a baby is welcomed into a religion other than Christianity. (F.4)	Make links between Jewish ideas of God found in the stories and how people live (1.7)	Give examples of how Muslims put their beliefs about prayer into action. (1.6)	Identify some different ways in which Hindus worship (2.7)	Describe how Christians show their beliefs about the Holy Spirit in worship (2.6)	Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live (u2.7)	Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice
	Recognise that some religious people have places which have special meaning for them (F.5)	Give an example of how some Jewish people might remember God in different ways. (Mezuzah, on Sabbat) (1.7)	Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe. (1.8)	Describe how Hindus show their faith within their families in Britain today (e.g. home puja) (2.8)	Describe how Christians show their beliefs about the Holy Spirit in worship (2.6)	Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc. (u2.7)	Give evidence and examples to show how Muslims put their beliefs into practice in different ways (u2.8)
	Talk about the things that are special and valued in a place of worship (F.5)				Give examples of ibadah (worship) in Islam (prayer, fasting, celebrating) and describe what they involve (2.9)		
	Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good				Make links between Muslim beliefs about God and a range of ways in which Muslims worship		

		<p>to thank and be thanked; what the Chanukah story teaches Jews about standing up for what is right), etc. (F.6)</p>	<p>Give an example of how people show they care for others (charity) making a link to one of the stories. (1.9)</p> <p>Give examples of how Christians and Jews can show care for the natural Earth (1.9)</p> <p>Say why Christians and Jews might look after the natural world (1.9)</p>	<p>Give simple examples of how people worship at a church, mosque or synagogue. (1.8)</p> <p>Talk about why some people like to belong to a sacred building or a community (1.8)</p> <p>Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony and suggest what the actions and symbols mean. (1.10)</p> <p>Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious) (1.10)</p>	<p>Describe how Hindus show their faith within their faith communities in Britain today (eg arti and bhajans at the mandir; in festivals such as Diwali) (2.8)</p> <p>Identify some different ways in which Hindus show their faith (between different communities in Britain, or between Britain and parts of India) (2.8)</p> <p>Make simple links between Jewish beliefs about God and his people and how Jews live (through celebrating forgiveness, salvation and freedom at festivals) (2.10)</p> <p>Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities. (2.10)</p> <p>Make simple links between teachings about how to live and ways in which people try to make the world a better place 9eg tikkun olam and the charity Tzedek (2.12)</p> <p>Describe some examples of how people try to live (eg: individuals and organisations) (2.12)</p>	<p>(prayer and fasting, as a family and as a community, at home and in the mosque) (2.9)</p> <p>Describe what happens in ceremonies of commitment (baptism, sacred thread, marriage) and say what these rituals mean (2.11)</p> <p>Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (celebrating forgiveness, salvation and freedom at festivals) (2.11)</p> <p>Identify some differences in how people celebrate commitment (different practices of marriage, or Christian baptism) (2.11)</p>	<p>Give evidence and examples to show how Hindus put their beliefs into practice in different ways (u2.7)</p> <p>Make clear connections between Jewish beliefs about the Torah and how they use and treat it (u2.9)</p> <p>Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws) (u2.9)</p> <p>Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice) (u2.9)</p> <p>Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) (u2.12)</p> <p>Give examples of ways in which beliefs about resurrection/ judgement/heaven/karma/ reincarnation make a difference to how someone lives (u2.12)</p>	<p>Make clear connections between Christian and Humanist ideas about being good and how people live (u2.10)</p> <p>Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (u2.10)</p> <p>Make clear connections between what people believe about God and the impact of this belief on how they live (u2.11)</p> <p>Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis) (u2.11)</p>
--	--	-----------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

					Identify some differences in how people put their beliefs into action. (2.12)			
--	--	--	--	--	-------------------------------------------------------------------------------------	--	--	--

	<p>Making connections</p>	<p>Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world (F.1)</p> <p>Think about the wonders of the natural world, expressing ideas and feelings (F.1)</p> <p>Talk about what people do to mess up the world and what they do to look after it. (F.1)</p> <p>Talk about people who are special to them (F.2)</p> <p>• Say what makes their family and friends special to them (F.2)</p> <p>making connections with personal experiences. (F.2)</p> <p>Talk about ideas of new life in nature (F.3)</p> <p>make connections with signs of new life in nature (F.3)</p> <p>making connections with personal experiences (F.4)</p>	<p>Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas (1.1)</p> <p>Give a reason for the ideas they have and the connections they make. (1.1)</p> <p>Decide what they personally have to be thankful for, giving reasons for their ideas. (1.3)</p> <p>Think, talk and ask questions about Christmas for people who are Christians and who are not. (1.3)</p> <p>Think talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas (1.5)</p> <p>Talk about what they think is good about reflecting,</p>	<p>Think, talk and ask questions about living in an amazing world (1.2)</p> <p>Give a reason for the ideas they have and the connections they make between the Christian/Jewish Creation story and the world they live in (1.2)</p> <p>Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas. (1.4)</p> <p>Think, talk and ask questions about Muslim beliefs and ways of living (1.6)</p> <p>Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas. (1.6)</p> <p>Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too (1.6)</p> <p>Think, talk and ask good questions about what happens on a</p>	<p>Make links between the story of Noah and how we live in school and the wider world (2.2)</p> <p>Make links between the importance of love in the bible stories studied and life in the world today, giving a good reason for their ideas (2.4)</p> <p>Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions. (2.5)</p> <p>Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today (2.7)</p> <p>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 (2.7)</p> <p>Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for</p>	<p>Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today. (L2.1)</p> <p>Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like. (L2.3)</p> <p>Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas. (L2.6)</p> <p>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 (L2.9)</p> <p>Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas. (L2.9)</p>	<p>Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own. (u2.1)</p> <p>Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives (u2.4)</p> <p>Articulate their own responses to the issues studied, recognising different points of view. (u2.4)</p> <p>Weigh up the value and impact of ideas of sacrifice in their own lives and the world today (u2.5)</p> <p>Articulate their own responses to the idea of sacrifice, recognising different points of view. (u2.5)</p> <p>Make connections between Hindu beliefs studied (e.g. <i>karma</i> and <i>dharma</i>), and explain how and why they are important to Hindus (u2.7)</p> <p>Reflect on and articulate what impact belief in <i>karma</i> and <i>dharma</i> might have on individuals and the world, recognising different points of view. (u2.7)</p>	<p>Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses (u2.2)</p> <p>Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views. (u2.2)</p> <p>Weigh up how far the idea of Jesus as the 'Messiah' – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers. (u2.3)</p> <p>Relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today (u2.6)</p> <p>Articulate their own responses to the idea of the importance of love and service in the world today. (u2.6)</p> <p>Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Cornwall today (u2.8)</p> <p>Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of</p>
--	----------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

		<p>• Share and record occasions when things have happened in their lives that made them feel special (F.4)</p> <p>Talk about somewhere that is special to themselves, saying why (F.5)</p> <p>Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church (F.5)</p> <p>• Express a personal response to the natural world. (F.5)</p> <p>Identify some of their own feelings in the stories they hear (F.6)</p>	<p>thanking, praising and remembering for Jewish people, giving a good reason for their ideas (1.7)</p> <p>Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too (1.7)</p> <p>Think talk and ask questions about what difference believing in God makes to how people treat each other and the natural world (1.9)</p> <p>Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world (1.9)</p>	<p>church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas. (1.8)</p> <p>Talk about what makes some places special to people, and what the difference is between religious and non-religious special places. (1.8)</p> <p>Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences. (1.10)</p> <p>Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas. (1.10)</p>	<p>individuals and societies, giving good reasons for their ideas. (2.8)</p> <p>Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future. (2.10)</p> <p>Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils own lives, and giving good reasons for their ideas. (2.10)</p> <p>Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better (2.12)</p> <p>Make links between some commands for living from religious traditions, non-religious worldviews and pupil's own ideas. (2.12)</p> <p>Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views. (2.12)</p>	<p>Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones (L2.11)</p> <p>Make links between ideas of love, commitment and promises in religious and non-religious ceremonies (L2.11)</p> <p>Give good reasons why they think ceremonies of commitment are or are not valuable today. (L2.11)</p>	<p>Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today (u2.9)</p> <p>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. (u2.9)</p> <p>Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these (u2.12)</p> <p>Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own. (u2.12)</p>	<p>Muslims today and articulate responses on how far they are valuable to people who are not Muslims (u2.8)</p> <p>Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views. (u2.8)</p> <p>Raise important questions and suggest answers about how and why people should be good (u2.10)</p> <p>Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views. (u2.10)</p> <p>Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be Challenging (u2.11)</p> <p>Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not (u2.11)</p> <p>Make connections between belief and behaviour in their own lives, in the light of their learning. (u2.11)</p>
--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

