

## Religious Education – Progression grid

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	<p>Does God want Christians to look after the world? Christianity</p> <p>What gift would I have given to Jesus if he had been born in my town, not in Bethlehem? Christianity</p>	<p>Is it possible to be kind to everyone all the time? Christianity</p> <p>Why did God give Jesus to the world? Christianity</p>	<p>Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? Hinduism</p> <p>Has Christmas lost its true meaning? Christianity</p>	<p>Does praying at regular intervals every day help a Muslim in his/her everyday life? Islam</p> <p>What is the most significant part of the nativity story for Christians today? Christianity</p>	<p>What is the best way for a Hindu to show commitment to God? Hinduism</p> <p>Is the Christmas story true? Christianity</p>	<p>What is the best way for a Muslim to show commitment to God? Islam</p> <p>How significant is it that Mary was Jesus' mother? Christianity</p>
Spring	<p>Was it always easy for Jesus to show friendship? Christianity</p> <p>Why was Jesus welcomed like a king or celebrity by the crowds on Psalm Sunday? Christianity</p>	<p>How important is it for Jewish people to do what God asks them to do? Judaism</p> <p>Is it true that Jesus came back to life again? Christianity</p>	<p>Could Jesus really heal people? Were these miracles or is there some other explanation? Christianity</p> <p>What is good about Good Friday? Christianity</p>	<p>Does going to a Mosque give Muslims a sense of belonging? Islam</p> <p>Is forgiveness always possible? Christianity</p>	<p>How can Brahman be everywhere and in everything? Hinduism</p> <p>Did God intend Jesus to be crucified and if so was Jesus aware of this? Christianity</p>	<p>Is anything ever eternal? Christianity</p> <p>Is Christianity still a strong religion 2000 years after Jesus was on Earth? Christianity</p>
Summer	<p>Is Shabbat important to Jewish children? Judaism</p> <p>Does celebrating Chanukah make Jewish children feel safe to God? Judaism</p>	<p>What do people believe about God? Christianity</p> <p>What is the best way for a Jew to show commitment to God? Judaism</p>	<p>How does religious belief guide and influence a person's lifestyle? Christianity</p> <p>Would visiting the River Ganges feel special to a non-Hindu? Hinduism</p>	<p>What is the Bible and why is it important to Christians? Christianity</p> <p>Do people need to go to church to show they are Christians? Christianity</p>	<p>Who did Jesus say 'I am'? Christianity</p> <p>What is the best way for a Christian to show commitment to God? Christianity</p>	<p>How did Jesus' teaching challenge people? Christianity</p> <p>Does belief in Akhirah (life after death) help Muslims lead good lives? Islam</p>

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<p>Skills</p>	<p><b>Year 1</b>  <b>Beliefs and teachings</b>            Recount elements of religious stories.  <b>Religious practices and lifestyles</b>            Recognise religious objects/places/people/practices.  <b>Ways of expressing meaning</b>            Recognise some religious symbols and use some religious vocabulary correctly.  <b>Human identity, personality and experience</b>            Express his/her own experiences and feelings, recognising what is important in his/her own life.  <b>Questions of meaning and purpose</b>            Recognise interesting/puzzling aspects of life.  <b>Values and commitments</b>            Express what is of value and concern to himself/herself and others in relation to matters of right and wrong.</p>	<p><b>Year 2</b>  <b>Beliefs and teachings</b>            Describe some religious ideas from stories and some basic religious beliefs and teachings, using some religious vocabulary.  <b>Religious practices and lifestyles</b>            Describe some religious objects/places/people and practices and begin to be aware of similarities in religions.  <b>Ways of expressing meaning</b>            Begin to suggest meanings for some religious actions and symbols and describe how religious belief is expressed in different ways.  <b>Human identity, personality and experience</b>            Describe and respond sensitively to his/her own and others' experiences and feelings, including</p>	<p><b>Year 3</b>  <b>Beliefs and teachings</b>            Develop some religious and moral vocabulary to describe key features and know beliefs, ideas and teaching for some religions.  <b>Religious practices and lifestyles</b>            Know the function of objects/places/people within Religious practices and lifestyles and have some awareness of key similarities and differences.  <b>Ways of expressing meaning</b>            Begin to identify the impact of religious teachings, including the effect sacred texts have on believers' lives identify religious symbols and symbolic actions.  <b>Human identity, personality and experience</b>            Recognises what influences him/her in his/her life – identify the influence religion has on peoples' lives, including his/her own.  <b>Questions of meaning and purpose</b></p>	<p><b>Year 4</b>  <b>Beliefs and teachings</b>            Develop religious and moral vocabulary to describe key features and know beliefs, ideas and teachings for some religions.  <b>Religious practices and lifestyles</b>            Know the function of objects/places/people within Religious practices and lifestyles and describe similarities and differences in Religious practices and lifestyles both within and between religions.  <b>Ways of expressing meaning</b>            Begin to identify the impact of religious teachings, including the effect sacred texts have on believers' lives, identify religious symbols and how they may be interpreted in different ways both within and between religions.  <b>Human identity, personality and experience</b>            Recognises what influences him/her in his/her life, and identify the influence religion has on lives, cultures and communities including his/her own.</p>	<p><b>Year 5</b>  <b>Beliefs and teachings</b>            Identify and describe key features of religions, including beliefs, teachings and their meaning, using appropriate religious and moral vocabulary.  <b>Religious practices and lifestyles</b>            Identify and describe similarities and differences in religious practices and lifestyles both within and between religions.  <b>Ways of expressing meaning</b>            Describe the meaning of religious symbols and symbolic actions and show understanding that symbols may be interpreted in different ways both within and between religions.  <b>Human identity, personality and experience</b>            Ask questions of identity and belonging and suggest own answers about the significant experiences of others, including religious believers.  <b>Questions of meaning and purpose</b></p>	<p><b>Year 6</b>  <b>Beliefs and teachings</b>            Begin to use some philosophical language and an increasingly wide religious and moral vocabulary to explore and suggest some reasons for the similarities and differences in beliefs and teachings, both within and between religions.  <b>Religious practices and lifestyles</b>            Explain how religious beliefs and ideas influence practices and lifestyles and explore how these beliefs and ideas lead to diverse practice, both within and between religions.  <b>Ways of expressing meaning</b>            Explain the reasons for diverse forms of expression in religious teachings, including sacred texts, both within and between religions.  <b>Human identity, personality and experience</b>            Explore and suggest reasons for his/her own and other peoples' views, including religious ideas about human identity and experience.  <b>Questions of meaning and purpose</b></p>
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		<p>characters in stories with religious meaning.</p> <p><b>Questions of meaning and purpose</b> Ask questions about puzzling aspects of life and experience and suggest answers, including religious ones.</p> <p><b>Values and commitments</b> Recognise and describe some religious values in relation to matters of right and wrong and make links between these and his/her own values.</p>	<p>Identify ultimate questions and behaviour that there are no universally agreed answers to these.</p> <p><b>Values and commitments</b> Recognise and begin to ask questions about how religious and moral values, commitments and beliefs can influence behaviour.</p>	<p><b>Questions of meaning and purpose</b> Identify ultimate questions and behaviour that there are no universally agreed answers to these questions.</p> <p><b>Values and commitments</b> Recognise and begin to ask important questions about how religious and moral values, commitments and beliefs can influence behaviour.</p>	<p>Raise questions and suggest religious, philosophical and moral answers to a range of ultimate questions.</p> <p><b>Values and commitments</b> Ask questions about matters of right and wrong and suggest answers which show understanding of a range of moral and religious teachings.</p>	<p>Explain his/her own philosophical, moral and/or religious responses to a range of ultimate questions and explore the views of others including different religious perspectives.</p> <p><b>Values and commitments</b> Explain, with reasons, religious views about moral and ethical issues and explore his/her own views and those of others in relation to these issues.</p>
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