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| **Re Progression Map** | | | | |
| **Making Sense of Beliefs** | | | | |
|  | **EYFS** | **Key Stage One** | **Lower Key Stage Two** | **Upper Key Stage Two** |
| **Skills** | * See themselves as a valuable individual. * 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. | * Identify what a parable is. * Tell stories from the Bible simply and recognise a link with the Christian ideas of God as a forgiving father. * Give clear, simple accounts of what Bible stories mean to Christians. * Retell the story of creation from Genesis. * 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. * Recognise the stories of Jesus’ life from the Gospels. * Give clear, simple accounts of the story of Jesus’ birth and why Jesus is important to Christians. * Tell stories from the Bible and recognise a link with the concept of ‘Gospel’ or ‘good news’. * Recognise that Jesus gives instructions to people about how to behave. * Recognise that Incarnation and Salvation are part of the Bible and tell stories of Holy Week and East from the Bible. * Identify some of the key Muslim beliefs about God. * Give examples of how stories about the Prophet show what Muslims believe. * Recognise the words of the Shema as a Jewish prayer. * Retell simply some stories used in Jewish celebrations. * Recognise that there are special places where people go to worship and talk about what people do there. * Identify objects used in worship in two religions and give a simple account of how they are used and something about what they mean. * Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship. * Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world. * Recognise that loving others is important in lots of communities. * Say simply what Jesus and one other religious leader taught about loving other people. | * Place the concepts of God and Creation on a timeline of the Bible’s ‘big story’. * Make clear links between Genesis 1 and what Christians believe about God and Creation. * Recognise that the story of ‘the Fall’ in Genesis 3 explains why things go wrong in the world. * Make clear links between the story of Noah and the idea of covenant. * Recognise what a ‘Gospel’ is and give an example of the kinds of stories it contains. * Offer suggestions about what texts about baptism and Trinity mean and give examples of what these texts mean to some Christians today. * Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus. * Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be ‘fishers of people’. * Suggest ideas and then find out about what Jesus’ actions towards outcasts mean for a Christian. * Recognise the word ‘Salvation’, and that Christians believe Jesus came to ‘save’ or ‘rescue’ people, e.g., by showing them how to live. * Offer informed suggestions about what the events of Holy Week mean to Christians. * Give examples of what Christians say about the importance of the events of Holy Week. * Make clear links between the story of Pentecost and Christian beliefs about the ‘kingdom of God’ on Earth. * Offer informed suggestions about what the events of Pentecost might mean and give examples of what Pentecost means to some Christians now. * Identify some Hindu deities and say how they help Hindus describe God. * Make clear links between some stories and what Hindus believe about God. * Offer informed suggestions about what Hindu murtis express about God. * Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean. * Make links between Hindu practices and the idea that Hinduism is a whole ‘way of life’. * Identify some beliefs about God in Islam. * Make clear links between beliefs about God and ibadah. * Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean. * Make clear links between the stories and Jewish beliefs about God and his relationship with the Jewish people. * Offer informed suggestions about the meaning of stories for Jews today. * Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean. * Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today. * Identify some beliefs about why the world is not always a good place. * Make links between religious beliefs and teachings and why people try to live and make the world a better place. | * Identify some different types of biblical texts, using technical terms accurately. * Explain connections between biblical texts and Christian ideas of God, using theological terms. * Identify what type of text some Christians say Genesis 1 is, and its purpose. * 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. * Explain the place of Incarnation and Messiah within the ‘big story’ of the Bible. * Identify Gospel and prophecy texts, using technical terms. * Explain connections between biblical texts, Incarnation and Messiah, using theological terms. * Identify features of Gospel texts. * Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts. * Outline the ‘big story’ of the Bible, explaining how Incarnation and Salvation fit within it. * Explain what Christians mean when they say that Jesus’ death was a sacrifice. * Explain connections between biblical texts and the concept of the kingdom of God. * Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations. * Identify and explain Hindu beliefs, using technical terms accurately. * Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc. * Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur’an. * Describe ways in which Muslim sources of authority guide Muslim living. * Identify and explain Jewish beliefs about God. * Give examples of some texts that say what God is like and explain how Jewish people interpret them. * Identify and explain beliefs about why people are good and bad. * Make links with sources of authority that tell people how to be good. * Define the terms ‘theist’, ‘atheist’ and ‘agnostic’ and give examples of statements that reflect these beliefs. * Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from. * Give examples of reasons why people do or do not believe in God. * Describe examples of ways in which religions guide people in how to respond to good and hard times in life. * Identify beliefs about life after death in at least two religious’ traditions, comparing and explaining similarities and differences. |
| **Understanding the Impact** | | | | |
| **Skills** | * Show sensitivity to their own and others’ needs. * Talk about the lives of the people around them and their roles in society. * Understand the past through settings, characters and events encountered in books read in class and storytelling. | * Explain ways in which Christians show their belief in God as loving and forgiving. * Explain how Christians put their beliefs into practice in worship, the church community, and their own lives. * Provide example of how Christians say ‘thank you’ to God for Creation. * Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas. * Give examples of ways that Christians follow the teachings studied about forgiveness, peace and bringing good news to the friendless. * Provide examples of how Christians show their beliefs about Jesus’ death and resurrection in church worship at Easter. * Give examples of how Muslims use the Shahadah to show what matters to them. * Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions. * Give examples of how Muslims put their beliefs about prayer into action. * Give examples of how Jewish people celebrate special times. * Make links between Jewish ideas of God found in the stories and how people live. * Give an example of how some Jewish people might remember God in different ways. * Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe. * Give simple examples of how people worship at a church, mosque or synagogue. * Talk about why some people like to belong to a sacred building or a community. * Give an example of how people show that they care for others, making a link to one of the stories. * Give examples of how Christians and Jews can show care for the natural earth. * Say why Christians and Jews might look after the natural world. * Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony and suggest what the actions and symbols mean. * 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). | * Describe what Christians do because they believe God is. * Describe how and why Christians might pray to God, say sorry and ask for forgiveness. * Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. * Describe how Christians show their beliefs about God the Trinity in worship in different ways and in the way they live. * Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus’ teaching in different ways. * Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities. * Describe how Christians show their beliefs about Jesus in worship in different ways. * Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now. * Describe how Christians show their beliefs about the Holy Spirit in worship. * Make simple links between beliefs about God and how Hindus live. * Identify some different ways in which Hindus worship. * Describe how Hindus show their faith within their families in Britain today * Describe how Hindus show their faith within their faith communities in Britain today. * Identify some different ways in which Hindus show their faith. * Give examples of ibadah (worship) in Islam and describe what they involve. * Make links between Muslim beliefs about God and a range of ways in which Muslims worship. * Make simple links between Jewish beliefs about God and his people and how Jews live. * Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities. * Describe what happens in ceremonies of commitment and say what these rituals mean. * Make simple links between beliefs about love and commitment and how people in at least two religious traditions live. * Identify some differences in how people celebrate commitment. * Make simple links between teachings about how to live and ways in which people try to make the world a better place. * Describe some examples of how people try to live. * Identify some differences in how people put their beliefs into action. | * Make clear connections between Bible texts studied and what Christians believe about God. * Show how Christians put their beliefs into practice in worship. * Make clear connections between Genesis 1 and Christian belief about God as Creator. * Show understanding of why many Christians find science and faith go together. * Show how Christians put their beliefs about Jesus’ Incarnation into practice in different ways in celebrating Christmas. * Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. * Make clear connections between Gospel texts, Jesus’ ‘good news’, and how Christians live in the Christian community and in their individual lives. * Make clear connections between the Christian belief in Jesus’ death as a sacrifice and how Christians celebrate Holy Communion/Lord’s Supper. * Show how Christians put their beliefs into practice in different ways. * Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice. * Show how Christians put their beliefs into practice in different ways. * Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live. * Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc. * Give evidence and examples to show how Hindus put their beliefs into practice in different ways. * Make clear connections between Muslim beliefs and ibadah (e.g., Five Pillars, festivals, mosques, art). * Give evidence and examples to show how Muslims put their beliefs into practice in different ways. * Make clear connections between Jewish beliefs about the Torah and how they use and treat it. * Make clear connections between Jewish commandments and how Jews live. * Give evidence and examples to show how Jewish people put their beliefs into practice in different ways. * Make clear connections between Christian and Humanist ideas about being good and how people live. * Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view. * Make clear connections between what people believe about God and the impact of this belief on how they live. * Give evidence and examples to show how Christians sometimes disagree about what God is like. * Make clear connections between what people believe about God and how they respond to challenges in life. * Give examples of ways in which beliefs about resurrection/judgement/heaven/karma/reincarnation make a difference to how someone lives. |
| **Making Connections** | | | | |
| **Skills** | * Think about the perspectives of others. * 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. | * Think, talk and ask questions about whether they can learn anything from Bible stories for themselves, exploring different ideas. * Give reasons for the ideas they have the connection they make. * Think, talk and ask questions about living in an amazing world. * Give reasons for the ideas they have and the connections they make between the Jewish/Christian Creation story and the word they live in. * Think, talk and ask questions about Christmas for people who Christians are and for people who are not. * Decide what they personally have to be thankful for, giving a reason for their ideas. * Think, talk and ask questions about whether Jesus’ ‘good new’ is only for Christians or is there are things for anyone to learn about how to live. * Think, talk and ask questions about the story of Easter and if has anything to say to pupils about sadness, hope or heaven and exploring different ideas. * Think, talk about and ask questions about Muslim beliefs and ways of living. * Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas. * Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too. * Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas. * Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too. * Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas. * Talk about what makes some places special to people, and what the difference is between religious and non-religious special places. * Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world. * Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world. * Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences. * 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. | * Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today. * Make links between the story of Noah and how we live in school and the wider world. * 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. * 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. * Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died ‘Good Friday’, giving good reasons for their suggestions. * 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. * Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today. * 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. * Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas. * Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who Muslims are not. * 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. * 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. * 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. * Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones. * Make links between ideas of love, commitment and promises in religious and non-religious ceremonies. * Give good reasons why they think ceremonies of commitment are or are not valuable today. * 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. * Make links between some commands for living from religious traditions, non-religious worldviews, and pupils’ own ideas. * 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. | * 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. * Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. * 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. * 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. * Make connections between Christian teachings and the issues, problems, and opportunities in the world today, including their own lives. * Articulate their own responses to the issues studied, recognising different points of view. * Weigh up the value and impact of ideas of sacrifice in their own lives and the world today. * Articulate their own responses to the idea of sacrifice, recognising different points of view. * Relate the Christian ‘kingdom of God’ model to issues, problems, and opportunities in the world today. * Articulate their own responses to the idea of the importance of love and service in the world today. * Make connections between Hindu beliefs studied and explain how and why they are important to Hindus. * Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view. * Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Gloucestershire today. * Consider and weigh up the value of e.g., submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims. * Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views. * Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today. * 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. * Raise important questions and suggest answers about how and why people should be good. * Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views. * Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging. * Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not. * Make connections between belief and behaviour in their own lives, in the light of their learning. * Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these. * Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own. |