



Rushbury C of E Primary School

RE Knowledge and Skills Progression - Year A

Class	Term	Scheme of Work	Making sense of belief	Understand the impact	Make connections.
Ticklerton:	Autumn	1.2 Who do Christians say made the world?	Retell the story of the creation from Genesis 1:1-2:3 simply. 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.	Give at least one example of what Christians do to say 'thank you' to God for creation.	Think, talk and ask questions about living in an amazing world. Give a reason for the ideas they have and the connections that make between the Jewish Christian creation story and the world they live in.
		1.3 Why does Christmas matter to Christians?	Recognise that stories of Jesus' life come from the Gospels. Give clear, simple account of the story of Jesus' birth and why Jesus is important.	Give examples of the way in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas.	Think, talk and ask questions about Christmas for people who are Christians and for people who are not. Decide what they personally have to be thankful for, giving a reason for their ideas.
Ticklerton:	Spring	1.7 Who is Jewish and how do they live?	Recognise the words of the Shema as a Jewish prayer. Retell simply some stories used in Jewish celebrations. Give example of how stories used in celebration.	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.	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.
		1.1 What do Christians believe God is like?	Identify what a parable is. Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father. Give clear, simple accounts of what the story means to Christians.	Give at least two examples of a way in which Christians show their belief in God as loving and forgiving. Give an example of how Christians put their beliefs into practice in worship.	Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas. Give a reason for the ideas they have and the connection they make.

Ticklerton:	Summer	1.10 What does it mean to belong to a faith community? 1.9 How should we care for other and for the world, and why does it matter?	Recognise that loving other is important in lots of communities. Say simply what Jesus and one other religious leader taught about loving other people. Identify a story or text that says something about each person being unique and valuable Give examples of a key belief some people find in one of these stores. Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world.	Give an account of what happen 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. Give an example of how people show that they care for others, making a link to one of the stories. Give example of how Christian and Jews can show care for the natural earth. Say why Christians and Jews might look after the natural word.	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. 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 should care for others and look after the natural world.
Gretton	Autumn	L2.2 What is it like for someone to follow God?	Make clear links between the story of Noah and the idea of covenant.	Make simple links between promises in the story of Noah and the promises Christians make at a wedding ceremony.	Make links between the story of Noah and how we live in school and the wider world.
		L2.3 What is the 'Trinity' and why is it important for Christians?	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. Give examples of what these texts mean to some Christian today.	Describe how Christian show their beliefs about God the Trinity in worship on different ways and in the way they live.	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.
Gretton	Spring	L2.9 How do festivals and worship show what matters to Muslims?	Identify some beliefs about God in Islam, expressed in Surah 1. Make clear links between beliefs about God and <i>ibadah</i> .	Give examples of <i>ibadah</i> . In Islam and describe what they involve. Make links between Muslim beliefs about God and a range of ways in which Muslims worship.	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. 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.
		L2.10 How do festivals and family life show what matters to Jewish people?	Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean. Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people. Offer informed suggestions about the meaning of the Exodus story for Jews today.	Make simple links between Jewish beliefs about God and his people and how Jews live. Describe how Hews show their beliefs through worship in festivals, both at home and in wider communities.	Raise question 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 pupil's own lives and giving good reasons for their ideas,

Gretton	Summer	L2.1 What do Christians learn from the Creation story?	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 gives an explanation of why things go wrong in the world.	Describe what Christians do because they believe God is Creator. Describe how and why Christians might pray to God, say sorry and ask for forgiveness.	Ask questions and suggest answers about what might be important in the Creation story for Christians and non-Christians living today.
		L2.12 How and why do people try to make the world a better place? Christians, Muslims, non-religious	Identify some beliefs about why the world is not always a good place. Make links between religious beliefs and teaching and why people try to live and make the world a better place.	Make simple links between teachings about how to live and ways in which to try to make the world a better place. Describe some examples of how people try to live, identify some difference in how people put their beliefs into action.	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 studies, giving good reasons for their views.
Stanway	Autumn	U2.1 What does it mean if Christians believe God is holy and loving?	Identify some different types of biblical texts, using technical terms accurately. Explain connections between biblical texts and Christian ideas of God, using theological terms.	Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed. Show how Christians put their beliefs into practice in worship.	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.
		U2.8 What does it mean to be a Muslim in Britain today?	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.	Make clear connections between Muslim beliefs and <i>ibadah</i> . Give evidence and examples to show how Muslims put their beliefs into practice in different ways.	Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Shropshire 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.

Stanway	Spring	U2.9 Why is the Torah so important to Jewish people?	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.	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 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.
		U2.2 Creation and science: conflicting or complementary?	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.	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.	Identify key ideas arising from their study of Genesis 1 and comment on how far theme are helpful or inspiring, justifying their responses. Weigh up how far Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views.
Stanway	Summer	How can following God bring freedom and justice?	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.	Make clear connection between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Super. Show how Christian put their beliefs into practice in different ways.	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.
		U2.10 What matters most to Humanists, Christians? <i>Christians and non-religious</i> , with opportunities to include other faiths studied	Identify and explain beliefs about why people are good and bad. Make links with sources or authority that tell people how to be good.	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.	Raise important questions and suggest answers about how and why people should be good.



Rushbury C of E Primary School

RE Knowledge and Skills Progression - Year B

Class	Term	Scheme of Work	Making sense of belief	Understand the impact	Make connections.
Ticklerton	Autumn	1.4 What is the 'good news' Christian believe Jesus brings? (part 1 and 2)	Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news'. Give clear, simple accounts of what Bible texts mean to Christians. Recognise that Jesus gives instructions to people about how to behave,	Give at least two examples of ways in which Christian follow the teaching studied about forgiveness and peace and bringing good news to the friendless. Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives.	Think, talk and ask question 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.
Ticklerton	Spring	1.6 Who is Muslim and how do they live?	Recognise the words of the Shahadah and that it is very important to Muslims. Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean.	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.	Think, talk 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.
		1.5 Why does Easter matter to Christians?	Pupils will explore the concepts of God, Incarnation, Gospel and Salvation through learning about Holy week. Pupils will learn about how many Christians show their beliefs within celebrations and worship in church at Easter and will consider what the story of Easter means for Christians today.		
Ticklerton	Summer	1.6 Who is Muslim and how do they live?	Recognise the words of the Shahadah and that it is very important to Muslims. Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean.	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.	Think, talk 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.

		1.8 What makes some place sacred to believers?	Recognise that there are special places where people go to worship and talk about what people do there. 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, Identify a belief about worship and a belief about God, connecting these beliefs simple to a place of worship.	Give examples of stories, objects, symbols and actions used in churches, mosques, and/or synagogues which show what people believe. Give simple examples of who people worship at a church, mosque or synagogue. Talk about why some people like to belong to a sacred building or a community.	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.
Gretton	Autumn	L2.4 What kind of world did Jesus want?	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.	Give example of how Christian try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways.	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.
		L2.6 For Christians, what was the impact of Pentecost?	Make links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth. Offer informed suggestion about what events of Pentecost in Acts 2 might mean, Give examples of what Pentecost means to some Christians now.	Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christian live now. Describe how Christian show their beliefs about the Holy Spirit in worship.	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.
Gretton	Spring	L2.7 What do Hindus believe God is like?	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 suggestion about what Hindu <i>murtis</i> express about God.	Make simple links between beliefs about God and how Hindus live. Identify some different ways in which Hindus worship.	Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today.
		L2.5 Why do Christians call the day Jesus died 'Good Friday'?	Recognise the word 'Salvation' and that Christians believe Jesus came to 'save' or 'rescue' people. Offer informed suggestions about what event Holy Week means to Christians. Give example of what Christians say about the importance of the events of Holy Week.	Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities. Describe how Christians how their beliefs about Jesus in worship in different ways.	Raise thoughtful questions and suggest some answers about why Christian call the day Jesus died 'Good Friday', giving good reasons for their suggestions.

Gretton	Summer	L2.8 What does it mean to be Hindu in Britain today?	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.	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'.	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.
		L2.11 How and why do people mark the significant events of life? <i>Christians, Hindus, Muslims, non-religious</i>	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.	Describe what happens in ceremonies of commitment and say what these ritual 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.	Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and mark milestones. Make links between ideas of love, commitment and promises in religious and non-religious ceremonies. Give good reasons why they link ceremonies of commitment are or are not valuable today.
Stanway	Autumn	How do Christians decide how to live? What would Jesus do?		Learn about the four gospels, noting some of the similarities and differences between them. They will learn about the context of the gospels spend time discussing how Christian communities today act and how this is based on Jesus' teachings.	
		U2.3 Why do Christians believe Jesus was the Messiah?	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.	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.	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.
Stanway	Spring	U2.7 Why do Hindus want to be good?	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 <i>samsara</i> , <i>moksha</i> , etc.	Make clear connections between Hindu beliefs about <i>dharma</i> , <i>karma</i> , <i>samsara</i> and <i>morsha</i> and ways in which Hindus live. Connect the four Hindu aims of life and the four stages of life with beliefs about <i>dharma</i> , <i>krama</i> , <i>moksha</i> , etc. Give evidence and examples to show how Hindus put their beliefs into practice in different ways.	Make connection between Hindu beliefs studied, and explain how and why they are important to Hindus. Reflect on and articulate what impact belief in <i>karma</i> and <i>dharma</i> might have in individuals and the world, recognising different points of view.
		What difference does the resurrection make to Christians?	Identify feature of Gospel texts. Taking account of the context, suggest meaning of Gospel texts studied, and compare their own ideas with ways in which Christian interpret biblical texts.	Make clear connection between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.	Make connections between Christian teaching 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.

Stanway	Summer	U2.6 For Christians, what kind of king is Jesus?	Explain connection between biblical text and the concept to the kingdom of God. Consider different possible meaning for the biblical texts studied, showing awareness of different interpretations.	Make clear connections between belief in the kingdom of God and how Christian put their beliefs into practice. Show how Christians put their beliefs into practice in different ways.	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.
		Unit U2.11 What does it mean to be Humanist in Britain today?	Identify some data around numbers of non-religious people and specifically Humanists using, for example, Census and other survey data. Identify some of the core values that motivate some Humanists to strive to make the world a better place Give examples of reasons why Humanists value science and why they reject the existence of God	Give examples of ways in which Humanists put their beliefs and values into practice. Give evidence and examples to show some differences in how people can be non-religious, including Humanists and others.	Think, talk and ask questions about what motivates Humanists to do good in the world, in the absence of religious teachings or rules, and without belief in a higher power or an afterlife Make connections between belief and behaviour in their own lives, in the light of their learning.
		U2.12 How does faith help people when life gets hard? <i>Christians, Muslims and/or Jews and/or Hindus, non-religious</i>	Describe at least three 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.	Make clear connections between what people believe about God and how they respond to challenges in life. Give example of ways in which beliefs about resurrection/judgement/heaven/karma/reincarnation make a difference to how someone lives.	Interpret a range of artistic expressions of afterlife, offering and explaining different wats of understanding these. Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.