



## RE - PROGRESSION IN RELIGIONS

Yr group	Christianity	Islam	Judaism	Hinduism
EYFS	<ul style="list-style-type: none"> <li>Retell stories, talking about what they say about the world, God, human being</li> <li>Recall simply what happens at a traditional Christian festival (Christmas)</li> <li>Retell religious stories, making connections with personal experiences</li> <li>Recognise and retell stories connected with celebration of Easter</li> <li>Say why Easter is a special time for Christians</li> <li>Talk about ideas of new life in nature</li> <li>Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature</li> <li>Talk about some ways Christians remember these stories at Easter</li> <li>Identify and name religious objects and symbols</li> </ul>	<ul style="list-style-type: none"> <li>Talk about some religious stories</li> <li>Recognise some religious words, e.g. about God</li> <li>Identify some of their own feelings in the stories they hear</li> <li>Identify a sacred text and symbols e.g Quran, Mosque, Crescent and star</li> <li>Talk about Eid ul Fitr and Eid-al-Adha</li> <li>Retell religious stories, making connections with personal experiences</li> </ul>	<ul style="list-style-type: none"> <li>Talk about some religious stories</li> <li>Recognise some religious words, e.g. about God</li> <li>Identify some of their own feelings in the stories they hear</li> <li>Identify a sacred text and symbols e.g Torah, Synagogue</li> <li>Retell simply some stories used in Jewish celebrations (e.g. Chanukah, Yom Kippur)</li> </ul>	<ul style="list-style-type: none"> <li>Talk about some religious stories (Rama and Sita)</li> <li>Identify some of their own feelings in the stories they hear</li> <li>To understand Hindus worship in a temple, Mandir and use a Puja plate</li> <li>To retell the story of Diwali</li> <li>To talk about the festival of Holi</li> </ul>
1	<ul style="list-style-type: none"> <li>Talk about some simple ideas about Christian</li> </ul>	<ul style="list-style-type: none"> <li>Celebration of Eid-UI-Fitr/ Eid-UI-Adha– Virtual assembly</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the words of the Shema as a Jewish prayer</li> </ul>	<ul style="list-style-type: none"> <li>To retell the story of Rama and Sita</li> <li>To name the Hindu place of worship</li> <li>To identify the Hindu symbol.</li> </ul>



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	<p>beliefs about God and Jesus</p> <ul style="list-style-type: none"> <li>• Re-tell a story that shows what Christians might think about God</li> <li>• Identify ways Christians celebrate Christmas/Easter and some ways a festival is celebrated in other religions</li> <li>• Recognise and name symbols of belonging from their own experiences, for Christianity and one other religion, suggest that these mean and why they matter.</li> <li>• Retell the story of creation from Genesis 1:1–2:3 simply</li> <li>• Recognise that 'Creation' is the beginning of the 'big story' of the Bible</li> <li>• Say what the story tells Christians about God, Creation and the world.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify some key Muslim beliefs (Praying, going to the Mosque, fasting, Hajj (pilgrimage))</li> </ul>	<ul style="list-style-type: none"> <li>• Retell simply some stories used in Jewish celebrations (e.g. Chanukah)</li> <li>• Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like</li> <li>• Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)</li> <li>• Make links between Jewish ideas of God found in the stories and how people live</li> <li>• Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)</li> <li>• Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas</li> <li>• Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.</li> </ul>	<ul style="list-style-type: none"> <li>• To name the Goddess Lakshmi and what she is responsible for</li> <li>• To know that Hindus worship many Gods and Goddesses</li> <li>• To name Hindu festivals (Diwali, Holi)</li> </ul>
2	<ul style="list-style-type: none"> <li>• Recognise that stories of Jesus' life come from the Gospels</li> <li>• Give a clear, simple account of the story of</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the words of the Shahadah and that it is very important for Muslims</li> <li>• Identify some of the key Muslim beliefs about God</li> </ul>	<ul style="list-style-type: none"> <li>• To recognise how people, worship (link to the Synagogue)</li> <li>• To name and identify places of worship</li> </ul>	<ul style="list-style-type: none"> <li>• To retell the story of Rama and Sita</li> <li>• To name the Hindu place of worship</li> <li>• To identify the Hindu symbol.</li> </ul>



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	<p>Jesus' birth and why Jesus is important for Christians</p> <ul style="list-style-type: none"> <li>• Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news'</li> <li>• Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians</li> <li>• Recognise that Jesus gives instructions to people about how to behave.</li> <li>• Recognise that Incarnation and Salvation are part of a 'big story' of the Bible</li> <li>• Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people)</li> </ul>	<p>found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean</p> <ul style="list-style-type: none"> <li>• Give examples of how stories about the Prophet show what Muslims believe about Muhammad.</li> <li>• Give examples of how Muslims use the Shahadah to show what matters to them</li> <li>• Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)</li> <li>• Give examples of how Muslims put their beliefs about prayer into action</li> <li>• Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas</li> <li>• Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify Jewish symbols in the Synagogue and at home.</li> <li>• Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship</li> <li>• Give examples of how people worship in a Synagogue</li> <li>• To be able to discuss why some people belong to a place of worship.</li> <li>• Ask key questions about what happens within a Synagogue.</li> </ul>	<ul style="list-style-type: none"> <li>• To name the Goddess Lakshmi and what she is responsible for</li> <li>• To know that Hindus worship many Gods and Goddesses</li> <li>• To name Hindu festivals (Diwali, Holi)</li> </ul>
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3	<ul style="list-style-type: none"> <li>Place the concepts of God and Creation on a timeline of the Bible's 'big story'</li> <li>Make clear links between Genesis 1 and what Christians believe about God and Creation</li> <li>Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world</li> <li>Make clear links between the story of Noah and the idea of covenant</li> <li>Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus</li> <li>Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'</li> <li>Suggest ideas and then find out about what Jesus' actions towards</li> </ul>	<ul style="list-style-type: none"> <li>Identify some beliefs about God in Islam, expressed in Surah 1</li> <li>Make clear links between beliefs about God and ibadah (e.g. how God is worth worshiping; how Muslims submit to God) Understand the impact:</li> <li>Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve.</li> <li>Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque) Make connections:</li> <li>Raise questions and suggest answers about the value of submission and self-control to</li> </ul>	<ul style="list-style-type: none"> <li>Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean</li> <li>Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people</li> <li>Offer informed suggestions about the meaning of the Exodus story for Jews today.</li> <li>Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals)</li> <li>Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities.</li> <li>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</li> <li>Make links with the value of personal reflection, saying</li> </ul>	<ul style="list-style-type: none"> <li>To retell the story of Rama and Sita</li> <li>To name the Hindu place of worship</li> <li>To identify the Hindu symbol.</li> <li>To name the Goddess Lakshmi and what she is responsible for</li> <li>To know that Hindus worship many Gods and Goddesses</li> <li>To name Hindu festivals (Diwali, Holi)</li> </ul>
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	<p>outcasts mean for a Christian</p>	<p>Muslims, and whether there are benefits for people who are not Muslims</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<p>sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.</p>	
4	<ul style="list-style-type: none"> <li>• Recognise what a 'Gospel' is and give an example of the kinds of stories it contains</li> <li>• Offer suggestions about what texts about baptism and Trinity mean</li> <li>• Give examples of what these texts mean to some Christians today</li> <li>• Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by</li> </ul>	<ul style="list-style-type: none"> <li>• Celebration of Eid-UL-Fitr/ Eod-UL-Adha– Virtual assembly</li> <li>• Identify some key Muslim beliefs (Praying, going to the Mosque, fasting, Hajj (pilgrimage))</li> </ul>	<ul style="list-style-type: none"> <li>• To describe what happens in ceremonies of commitments (Bar/Bat mitzvah)</li> <li>• To identify symbolism in regards to weddings - <b><i>Christian and Jewish marriage was introduced in Unit 1.10, so build on that learning). What happens? What promises are made?</i></b></li> <li>• To create a 'map of life' to show how Jewish religion guides people through life.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify some Hindu deities and say how they help Hindus describe God • Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God • Offer informed suggestions about what Hindu murtis express about God</li> <li>• Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali)</li> <li>• Identify some different ways in which Hindus worship</li> <li>• Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today</li> </ul>



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	<p>showing them how to live</p> <ul style="list-style-type: none"> <li>• Offer informed suggestions about what the events of Holy Week mean to Christians</li> <li>• Give examples of what Christians say about the importance of the events of Holy Week</li> <li>• Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth</li> <li>• Offer informed suggestions about what the events of Pentecost in Acts 2 might mean</li> <li>• Give examples of what Pentecost means to some Christians now</li> </ul>			<ul style="list-style-type: none"> <li>• 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.</li> <li>• Describe how Hindus show their faith within their families in Britain today (e.g. home puja)</li> <li>• Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali)</li> <li>• Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India)</li> <li>• Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean</li> <li>• Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma)</li> <li>• 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.</li> </ul>
5	<ul style="list-style-type: none"> <li>• Place the concepts of God and Creation on a</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and explain Muslim beliefs about</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and explain Jewish beliefs about God</li> </ul>	<ul style="list-style-type: none"> <li>• To retell the story of Rama and Sita</li> </ul>



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	<p>timeline of the Bible's 'big story'</p> <ul style="list-style-type: none"> <li>• Make clear links between Genesis 1 and what Christians believe about God and Creation</li> <li>• Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world</li> <li>• Recognise what a 'Gospel' is and give an example of the kinds of stories it contains</li> <li>• Offer suggestions about what texts about baptism and Trinity mean</li> <li>• Give examples of what these texts mean to some Christians today</li> <li>• Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus</li> <li>• Make clear links between the calling of the first disciples and how Christians today try</li> </ul>	<p>God, the Prophet* and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message)</p> <ul style="list-style-type: none"> <li>• Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet)</li> <li>• Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art)</li> <li>• Give evidence and examples to show how Muslims put their beliefs into practice in different ways</li> <li>• Muslims today and articulate responses on how far they are valuable to people who are not Muslims</li> <li>• Reflect on and articulate what it is like to be a Muslim in Britain</li> </ul>	<ul style="list-style-type: none"> <li>• Give examples of some texts that say what God is like and explain how Jewish people interpret them.</li> <li>• Make clear connections between Jewish beliefs about the Torah and how they use and treat it</li> <li>• Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws)</li> <li>• 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)</li> <li>• Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today</li> <li>• Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate</li> </ul>	<ul style="list-style-type: none"> <li>• To name the Hindu place of worship</li> <li>• To identify the Hindu symbol.</li> <li>• To name the Goddess Lakshmi and what she is responsible for</li> <li>• To know that Hindus worship many Gods and Goddesses</li> <li>• To name Hindu festivals (Diwali, Holi)</li> </ul>
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	<p>to follow Jesus and be 'fishers of people'</p> <ul style="list-style-type: none"> <li>Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian</li> </ul>	<p>today, giving good reasons for their views.</p>	<p>responses on how far they are valuable to people who are not Jewish.</p>	
6	<ul style="list-style-type: none"> <li>Make clear links between the story of Noah and the idea of covenant</li> <li>Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live</li> <li>Offer informed suggestions about what the events of Holy Week mean to Christians</li> <li>Give examples of what Christians say about the importance of the events of Holy Week</li> <li>Make clear links between the story of Pentecost and Christian beliefs about the</li> </ul>	<ul style="list-style-type: none"> <li>Celebration of Eid-UI-Fitr/ Eod-UI-Adha– Virtual assembly</li> <li>Identify some key Muslim beliefs (Praying, going to the Mosque, fasting, Hajj (pilgrimage))</li> </ul>	<ul style="list-style-type: none"> <li>To identify how Jewish people respond to good and hard times in life.</li> <li>Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement)</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately</li> <li>Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc.</li> <li>Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live</li> <li>Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc.</li> <li>Give evidence and examples to show how Hindus put their beliefs into practice in different ways</li> <li>Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus</li> <li>Reflect on and articulate what impact belief in karma and dharma might have</li> </ul>





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	<p>'kingdom of God' on Earth</p> <ul style="list-style-type: none"><li>• Offer informed suggestions about what the events of Pentecost in Acts 2 might mean</li><li>• Give examples of what Pentecost means to some Christians now</li></ul>			<p>on individuals and the world, recognising different points of view.</p> <ul style="list-style-type: none"><li>• Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences</li><li>• Give examples of ways in which beliefs about resurrection/ judgement/heaven/karma/reincarnation make a difference to how someone lives.</li><li>• To explore how art reflects afterlife in Hinduism.</li></ul>
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