



Alverton Curriculum Progression in Religious Education

	At the end of EYFS most children will be able to:	At the end of KS1 most children will be able to:	At the end of Lower KS2 most children will be able to:	At the end of Upper KS2 most children will be able to:
Believing	<p>Talk about some religious stories. Recognise some religious words, e.g. about God. Identify some of their own feelings in the stories they hear.</p> <p>Identify a sacred text e.g. Bible, Qur'an.</p> <p>talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do.</p> <p>Talk about people who are special to them.</p> <p>Say what makes their family and friends special to them. Identify some of the</p>	<p>Talk about some simple ideas about Christian beliefs about God and Jesus (A1).</p> <p>Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2).</p> <p>Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3)</p> <p>Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3)</p> <p>Give an account of what happens at a traditional Christian infant baptism/dedication and suggest what the actions and symbols mean (A1)</p> <p>Identify two ways people show they belong to each other when they get married (A1)</p> <p>Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1).</p> <p>Re-tell a story about the life of the Prophet Muhammad (A2). Recognise some objects used by Muslims and suggest why they are important (A2).</p> <p>Talk about how the mezuzah in the home reminds Jewish people about God (A3).</p> <p>Re-tell a story that shows what Jewish people at the festival of Chanukah might think about God, suggesting what it means (A2).</p> <p>Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2)</p>	<p>Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1).</p> <p>Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2).</p> <p>Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression (A1).</p> <p>Make connections between some of Jesus' teachings and the way Christians live today (A1).</p> <p>Describe how Christians celebrate Holy Week and Easter Sunday (A1).</p> <p>Give simple definitions of some key Christian terms (e.g., gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2)</p> <p>Describe the practice of prayer in the religions studied (A2).</p> <p>Make connections between what people believe about prayer and what they do when they pray (A3).</p> <p>Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2).</p> <p>Identify similarities and differences in the way festivals are celebrated within and between religions (A3).</p> <p>Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2).</p> <p>Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3).</p>	<p>Outline clearly a Christian understanding of what God is like, using examples and evidence (A2).</p> <p>Outline Jesus' teaching on how his followers should live (A2).</p> <p>Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1).</p> <p>Make connections between how believers feel about places of worship in different traditions (A3).</p> <p>Describe and make connections between examples of religious creativity (buildings and art) (A1).</p> <p>Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2).</p> <p>Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2). Make connections between the key functions of the mosque and the beliefs of Muslims (A1).</p> <p>Describe some examples of what Christians do to show their faith and make connections with some Christian beliefs and teachings (A1).</p> <p>Describe some ways in which Christian express their faith through hymns and modern worship songs (A2).</p> <p>Describe some examples of what Hindus do to show their faith and make connections with some Hindu beliefs and teachings about aims and duties in life (A1). Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2).</p>



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	<p>qualities of a good friend. Recall and talk about stories of Jesus as a friend to others. Recall a story about a special person in Sikhism and talk about what can be learnt from it.</p>	<p>Re-tell Bible stories and stories from another faith about caring for others and the world (A2) Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1). Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2).</p>	<p>Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1). Describe some ways in which Christian express their faith through hymns and modern worship songs (A2). Describe some examples of what Hindus do to show their faith and make connections with some Hindu beliefs and teachings about aims and duties in life (A1). Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2)</p>	
Expressing	<p>Talk about somewhere that is special to themselves, saying why. Be aware that some religious people have places which have special meaning for them. Talk about the things that are special and valued in a place of worship. Identify some significant features of sacred places. Recognise a place of worship.</p>	<p>Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2). Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1). Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1). Talk about how Shabbat is a special day of the week for Jewish people and give some examples of what they might do to celebrate Shabbat (B1). Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3) Identify ways that some people make a response to God by caring for others and the world (B1) Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1).</p>	<p>Ask questions and suggest some of their own responses to ideas about God (C1). Give examples of how and suggest reasons why Christians use the Bible today (B1). Identify the most important parts of Easter for Christians and say why they are important (B1). Describe ways in which prayer can comfort and challenge believers (B2). Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3). Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2). Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2). Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).</p>	<p>Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2). Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1) Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3). Explain the impact Jesus' example and teachings might have on Christians today (B1). Express ideas about how and why religion can help believers when times are hard, giving examples (B2). Explain some similarities and differences between beliefs about life after death (B2). Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3). Select and describe the most important functions of a place of worship for the community (B3). Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2)</p>



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	<p>Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church.</p> <p>give examples of special occasions and suggest features of a good celebration.</p> <p>Recall simple stories connected with Christmas/Easter and a festival from another faith.</p> <p>Say why Christmas/Easter and a festival from another faith are special times for believers.</p>			<p>Show understanding of the value of sacred buildings and art (B3).</p> <p>Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2).</p> <p>Describe and reflect on the significance of the Holy Qur'an to Muslims (B1).</p> <p>Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).</p> <p>Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).</p>
Living	<p>Re-tell religious stories making connections with personal experiences.</p> <p>Share and record occasions</p>	<p>Talk about issues of good and bad, right and wrong arising from the stories (C3). Ask some questions about believing in God and offer some ideas of their own (C1).</p> <p>Respond to examples of co-operation between different people (C2)</p>	<p>Suggest why having a faith or belief in something can be hard (B2).</p> <p>Identify how and say why it makes a difference in people's lives to believe in God (B1).</p> <p>Discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3).</p>	<p>Present different views on why people believe in God or not, including their own ideas (C1).</p> <p>Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3).</p>



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<p>when things have happened in their lives that made them feel special.</p> <p>Recall simply what happens at a traditional Christian infant baptism and dedication.</p> <p>Recall simply what happens when a baby is welcomed into Islam.</p> <p>Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world.</p> <p>Re-tell stories, talking about what they say about the world, God, human beings.</p> <p>Think about the wonders of the natural world, expressing ideas and feelings.</p>	<p>Find out about and respond with ideas to examples of cooperation between people who are different (C2)</p> <p>Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1)</p> <p>Talk about issues of good and bad, right and wrong arising from these stories and talk about issues of good and bad, right and wrong arising from the stories (C3)</p> <p>Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2)</p> <p>Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1)</p> <p>Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).</p>	<p>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).</p> <p>Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1).</p> <p>Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).</p> <p>Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).</p>	<p>Present ideas about the importance of people in a place of worship, rather than the place itself (C1).</p> <p>Apply ideas about values and from scriptures to the title question (C2)</p> <p>Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).</p> <p>Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).</p>
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	<p>Express ideas about how to look after animals and plants.</p> <p>Talk about what people do to mess up the world and what they do to look after it</p>			
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