



## Rosherville CE Academy



### RE Progression

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>CREATION</b>	<p><b>Why is the word God so important to Christians?</b></p> <p>Pupils know and can talk about how: Christians believe that the word 'God' is important as the name of someone very important. Christians believe that God is the Creator of the universe and all that is in it, including people and animals, Christians show that God is important to them in church when they gather together to pray to God and to sing his praise. Christians are taught to respect God's name and use it with love and care because God is holy and great. Christians believe that they should care for God's world.</p>		<p><b>Who made the world?</b></p> <p>Retell the story of 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 the Creation. Think, talk and ask questions about living in an amazing world</p>		<p><b>What do Christians learn from Creation story?</b></p> <p>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. Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.) Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.</p>		<p><b>Creation and science: conflicting or complementary?</b></p> <p>Outline the importance of Creation on the timeline of the 'big story' of the Bible. 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.</p>

							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.
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<b>GOD</b> <b>KINGDOM OF GOD</b> <b>PEOPLE OF GOD</b>	<p><b>What do Christians believe is special about Jesus and the message that he brings?</b></p> <p>I can talk about what is special to me: my home; my family; my community; my school</p> <p>I can recognise a place of worship as special and talk about some of the things that might happen there</p> <p>I can name some features of a Christian church</p> <p>I can say what happens at a Baptism service</p> <p>Christians believe the church has special meaning for them</p>	<p><b>GOD: What do Christians believe that God is like?</b></p> <p>Identify what a parable is.</p> <p>Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving father.</p> <p>Give clear, simple accounts of what the story means to Christians.</p> <p>Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others.</p>		<p><b>PEOPLE OF GOD: What is it like to follow God?</b></p> <p>Make clear links between the story of Noah and the idea of covenant.</p> <p>Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.</p> <p>Make links between the story of Noah and how we live in school and the wider world..</p> <p><b>KINGDOM OF GOD: When Jesus left, what was the impact of Pentecost?</b></p> <p>Make clear links between the story of</p>		<p><b>GOD: What does it mean if God is loving and holy?</b></p> <p>Identify some different types of biblical texts, using technical terms accurately.</p> <p>Explain connections between biblical texts and Christian ideas of God, using theological terms.</p> <p>Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed.</p> <p>Show how Christians put their beliefs into practice in worship.</p>	<p><b>KINGDOM OF GOD: What kind of king is Jesus?</b></p> <p>Explain connections between biblical texts and the concept of the Kingdom of God.</p> <p>Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations.</p> <p>Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community.</p>

	<p>Christians go to church to think and talk about God Christians believe that Baptism welcomes people into the wider church family</p>	<p>Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example. Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.</p>		<p>the Day of Pentecost and Christian belief about the Kingdom of God on Earth. Offer suggestions about what the description of Pentecost in Acts 2 might mean. Give examples of what Pentecost means to some Christians now. Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities. Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.</p>		<p>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.</p> <p><b>PEOPLE OF GOD: How can following God bring freedom and justice?</b> Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms. Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave. Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful</p>	<p>Relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas.</p>
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						or inspiring, justifying their responses	
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>GOSPEL</b>	<p><b>What can we learn from Old Testament stories?</b></p> <p>I can recall two stories from the Old Testament that talk about promises. I can recall two stories from the Old Testament that talk about trust. I can suggest how these stories help Christian and Jewish people live. I can talk about what a promise is and why it is important to keep a promise. I can talk about the value of trust and what it means. The Old Testament is in the beginning of the Bible. The Old Testament is special to Christian and Jewish people.</p>	<p><b>What is the good news that Jesus brings?</b></p> <p>Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news. Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. Recognise that Jesus gives instructions to people about how to behave. Give at least two examples of ways in which Christians follow the teachings 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 (for example: charity, confession). Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas.</p>	<p><b>What is the good news that Jesus brings? Digging deeper</b></p> <p>Tell stories from the Bible and recognise a link with a concept: for example, the idea of 'good news' links to the practice of being thankful. Give clear, simple accounts of what the texts mean to Christians: for example, that people can trust God, and that you to God for his good gifts. Describe how Christians show their beliefs: for example, thanking God in prayer. Give at least two examples of ways in which Christians use Bible stories and texts to guide their beliefs about prayer, in their church communities and their own lives. Think, talk and ask questions about whether Jesus' 'good news' matters to anyone other than Christians, exploring different ideas.</p>		<p><b>What kind of world did Jesus want?</b></p> <p>Identify this as part of 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'. Offer suggestions about what Jesus' actions towards the leper might mean for a Christian. Make simple links between Bible texts and the concept of 'Gospel' (good news). Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching. Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly.</p>		<p><b>What would Jesus do?</b></p> <p>Identify features of Gospel texts (for example, teachings, parable, narrative). Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations. Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives. Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.</p>

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<b>INCARNATION</b>	<p><b>Why do Christians perform Nativity plays at Christmas?</b></p> <p>Pupils know and can talk about how: Christians believe God came to Earth in human form as Jesus. Christians believe that Jesus was a special baby because he came from God. Christians believe Jesus came to show that all people are precious and special to God. Christians find the nativity story in the Bible. Christians perform nativity plays to help children remember story of the birth of Jesus.</p>	<p><b>Why does Christmas matter to Christians?</b></p> <p>Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. Recognise that stories of Jesus' life come from the Gospels. Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. Decide what they personally have to be thankful for at Christmas time.</p>	<p><b>Why does Christmas matter to Christians? Digging deeper</b></p> <p>Recognise that Incarnation is part of the 'Big Story' of the Bible. Tell the story of the birth of Jesus and recognise the link with Incarnation — Jesus is 'God on Earth'. Give at least two examples of ways in which Christians use the nativity story in churches and at home; for example, using nativity scenes and carols to celebrate Jesus' birth. Think, talk and ask questions about the Christmas story and the lessons they might learn from it: for example, about being kind and generous.</p>	<p><b>What is the Trinity?</b></p> <p>Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter. Offer suggestions about what texts about baptism and Trinity might mean. Give examples of what these texts mean to some Christians today. Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) 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 the God of Christianity is like.</p>	<p><b>What is the Trinity? Digging deeper</b></p> <p>Identify John 1 as part of a 'Gospel', noting some differences between John and the other Gospels. Offer suggestions for what texts about God might mean. Give examples of what the texts studied mean to some Christians. Describe how Christians show their beliefs about God the Trinity in the way they live. Make links between some of the texts and teachings about God in the Bible and what people believe about God in the world today, expressing some ideas of their own clearly.</p>	<p><b>Was Jesus the Messiah?</b></p> <p>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 that Jesus is 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.</p>	.

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<b>SALVATION</b>	<p><b>Why do Christians put a cross in an Easter garden?</b></p> <p>Pupils know and can talk about how: Christians remember how the crowds welcomed Jesus on Palm Sunday Christians remember the sadness of Jesus dying on Good Friday Christians remember the surprise and happiness of Easter Sunday because Jesus did not stay dead Christians use special symbols and have special customs connected to Jesus' death and resurrection over the Easter period Christians believe that the cross is a very special symbol reminding them that they can be glad to have Jesus to help them to make a new start when they do things wrong.</p>	<p><b>Why does Easter matter to Christians?</b></p> <p>Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). Recognise that Jesus gives instructions about how to behave. Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.</p>	<p><b>Why does Easter matter to Christians? Digging deeper</b></p> <p>Recognise that God, Incarnation, Gospel and Salvation are part of the 'big story' of the Bible. Tell stories of Holy Week and Easter and make a link with the idea of Salvation (Jesus rescuing people). Give at least three examples of how Christians show their beliefs about Jesus as saviour in church worship. Think, talk and ask questions about whether the text has something to say to them (for example, about whether forgiveness is important), exploring different ideas.</p>	<p><b>Why do Christians call the day Jesus died 'Good Friday'?</b></p> <p>Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'. Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean. Give examples of what the texts studied mean to some Christians. Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities. Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly</p>	<p><b>Why do Christians call the day Jesus died 'Good Friday'? Digging Deeper</b></p> <p>Offer suggestions about what the narrative of the Last Supper, Judas' betrayal and Peter's denial might mean. Give examples of what the texts studied mean to some Christians. Make clear links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion. Describe how Christians show their beliefs about Jesus in their everyday lives: for example, prayer, serving, sharing the message and the example of Jesus. Raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how pupils think and live.</p>	<p><b>What did Jesus do to save human beings?</b></p> <p>Outline the timeline of 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, using theological terms. Suggest meanings for narratives of Jesus' death/ resurrection, comparing their ideas with ways in which Christians interpret these texts. 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. Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.</p>	<p><b>What difference does the resurrection make for Christians?</b></p> <p>Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation. Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection. Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms. Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday. Show how Christians put their beliefs into practice in different ways. Explain why some people find belief in the Resurrection makes sense and inspires them. Offer and justify their own responses as to</p>

							what difference belief in Resurrection might make to how people respond to challenges and problems in the world today.
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<b>OTHER RELIGIONS</b>	<p><b>What stories are told by and about people of different faiths and beliefs?</b></p> <p>I know that Jewish people believe in one God, who forgives people when they say sorry. I know their stories are written in the Torah. I can retell a story from the Jewish faith tradition. I know that Muslim people believe in one God, Allah, who made the world and wants people to care for it. I know their stories are written in the Qur'an. I can retell a story from the Muslim faith tradition. I know that Hindu people believe in one supreme God Brahman in the forms of many gods and goddesses.</p>	<p><b>JUDAISM A</b> <b>Who is Jewish and what do they believe?</b></p> <p>I know the Jewish special book is called the Torah I know in the story of creation at the beginning of the Torah God rests on the seventh day. I know Jewish people rest on the seventh day and this is called Shabbat. I can talk about some of the stories of Moses from the Torah. I know a mezuzah has words from the Torah inside.</p> <p><b>JUDAISM B</b> <b>Who is Jewish and what do they believe?</b></p> <p>I know that Jewish people carry out mitzvot (good deeds)</p>	<p><b>ISLAM A</b> <b>Who is a Muslim and what do they believe?</b></p> <p>I can talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah I can re-tell a story about the life of the Prophet Muhammad I can recognise some objects used by Muslims and suggest why they are important I can ask some questions about God that are hard to answer and offer some ideas of their own. I can find out about and respond with ideas to examples of cooperation between people who are different.</p> <p><b>ISLAM B</b></p>	<p><b>SIKHISM A</b> <b>What is important for Sikh people?</b></p> <p>I can describe things that are important to Sikhs and show how these impact their lives and actions. I can make suggestions about what Sikhs believe about God. I can make links between Sikh stories and the actions of Sikhs today. I can explain what the 5 K's are and why they are important to Khalsa Sikh's. I can make suggestions about why it is important for Sikhs to become part of the Khalsa.</p> <p><b>SIKHISM B</b> How do Sikh people worship and celebrate</p>	<p><b>HINDUISM</b> <b>What does it mean to be a Hindu in Britain today?</b></p> <p>I can 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 I can describe some ways in which Hindus express their faith through puja, aarti and bhajans I can 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 I can 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</p>	<p><b>JUDAISM</b> <b>What does it mean to be a Jewish in Britain today?</b></p> <p>I can make connections between Jewish practice teaching from the Torah and their beliefs about God I can give examples of Jewish festivals and explain how they impact Jewish people today I can explain the meaning and significance of Jewish rituals and practices. I can comment thoughtfully on how the role of women varies within Judaism. I can answer the key question from different perspectives, including my own. Jewish people believe in one God and that the Shema prayer gives details of the ways in which Jewish</p>	<p><b>ISLAM B</b> <b>What does it mean to be a Muslim in Britain today?</b></p> <p>Identify some ways in which Muslim people practice their beliefs in relation to the five pillars of Islam especially Sawm (fasting) and Hajj (pilgrimage) and analyse their importance within the Muslim faith Find out about and respond with their own ideas about these beliefs and practices Describe and reflect on the significance of the Holy Qur'an to Muslim people Describe the forms of guidance that Muslim people use and compare them to the forms of guidance that they follow The five pillars of Islam are practised by Muslim people</p>

	<p>I know their stories are written in many books. I can retell a story from the Hindu tradition.</p>	<p>Tzedakah (giving) and Tikkun Olam (repairing the world). I know that Jewish people visit the synagogue and can describe some features of this. I know that Jewish people remember and celebrate the story of the Maccabees and the Miracle of the Oil at Hanukkah. I know that Jewish people remember and celebrate the story of Moses leading the people from Egypt at Passover.</p>	<p><b>Who is a Muslim and what do they believe?</b></p> <p>I can make links between what the Holy Qur'an says and how Muslims behave. I can identify some ways Muslims pray, worship and celebrate. I can talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad. I can identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel. I can ask some questions about God that are hard to answer and offer some ideas of my own.</p>	<p>I can describe Sikh worship and suggest the significance of each part of it. I can make clear links between the teachings of the Guru Granth Sahib and seva. I can describe some of the same / different things Sikhs' do which show equality in the Langar. I can explain what happens at Vaisakhi and why Sikhs' celebrate it. I can discuss reasons why being a Sikh is a good thing in Britain today and reasons why it might be hard sometimes.</p>		<p>people should live, worship God and pray. Jewish people follow the teachings of the Torah. It teaches them how to pray, worship and how to treat others. Yom Kippur and Rosh Hashanah are the holiest days for Jewish people, where they ask for forgiveness at the start of their new year. Jewish people celebrate Pesach each year to remember God's rescue and faithfulness to the Israelites. Tzedakah means 'healing the world' which is an important value in the Jewish faith as they are all challenged to care for the world that God gave them and the people who live upon it.</p> <p><b>ISLAM A</b> <b>What does it mean to be a Muslim in Britain today?</b></p> <p>I can make connections between</p>	<p>including by Muslim people living in Britain today Muslim people believe that they must fast during daylight hours during the month of Ramadan in order to understand more about self-discipline, self-restraint and generosity and to spend time in prayer (Sawm) Muslim people believe that it is their duty to perform hajj (pilgrimage) to Mecca, the most sacred Muslim site, at least once in their lifetime if they are able That the five pillars of Islam are both valuable and challenging for Muslim people and that they make a difference to individuals but also to the whole of the Muslim community (Ummah).</p>
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						<p>Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhamad.</p> <p>I can give examples of how each pillar might affect the life of a Muslim.</p> <p>I can make connections between the key functions of the mosque and the beliefs of Muslims.</p> <p>I can describe the forms of guidance a Muslim uses and compare them to forms of guidance I experience.</p> <p>I can comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life.</p> <p>I can answer the key question from different perspectives, including my own.</p>	
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	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
ALL RELIGIONS					<p><b>Why do some people think that life is a journey and what significant experiences marks this?</b></p> <p>I can suggest why some people see life as a journey and identify some of the key milestones on this journey.</p> <p>I can describe what happens in Christian, Jewish, Hindu and Humanist ceremonies of commitment and say what these rituals mean.</p> <p>I can suggest reasons why marking the milestones of life are important for people.</p> <p>I can explain similarities and differences between ceremonies of commitment.</p> <p>I can link up questions and answers about how believers show commitment with their own ideas about community, belonging and belief.</p> <p>I can discuss and present my own ideas</p>		<p><b>Is It better to express your beliefs in arts and architecture or in charity and generosity?</b></p> <p>Describe and make connections between examples of religious creativity (buildings and art)</p> <p>Show understanding of the value of sacred buildings and art</p> <p>Suggest reasons why some believers see generosity and charity as more important than buildings and art</p> <p>Apply ideas about values and from scriptures to the title question</p>

					about the value and challenge of religious and nonreligious commitment in Britain today.		
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