



# Religious Education

## Religious Education Progression

### Knowledge/ Skills

	End of KS1	End of LKS2	End of UKS2
<b>Making Sense of Beliefs:</b>	<ul style="list-style-type: none"> <li>• Identify core beliefs and concepts studied and give a simple description of what they mean</li> <li>• Give examples of how stories show what people believe (e.g. the meaning behind a festival)</li> <li>• Give clear, simple accounts of what stories and other texts mean to believers</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and describe core beliefs and concepts studied</li> <li>• Make clear links between texts/ sources of authority and the key concepts studied</li> <li>• Offer suggestions about what texts/ sources of authority can mean and give examples of what these sources mean to believers</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions</li> <li>• Describe examples of ways in which people use texts/ sources of authority to make sense of core beliefs and concepts</li> <li>• Give meanings for texts/ sources of authority studied, comparing these ideas with ways in which believers interpret texts/ sources of authority</li> </ul>
<b>Understanding the Impact:</b>	<ul style="list-style-type: none"> <li>• Give examples of how people use stories, texts and teachings to guide their beliefs and actions</li> <li>• Give examples of ways in which believers put their beliefs into practice</li> </ul>	<ul style="list-style-type: none"> <li>• Make simple links between stories, teachings and concepts studied and how people live, individually and in communities</li> <li>• Describe how people show their beliefs in how they worship and in the way they live</li> <li>• Identify some differences in how people put their beliefs into practice</li> </ul>	<ul style="list-style-type: none"> <li>• Make clear connections between what people believe and how they live, individually and in communities</li> <li>• Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g in different communities, denominations or cultures</li> </ul>
<b>Making Connections:</b>	<ul style="list-style-type: none"> <li>• Think, talk and ask questions about whether the ideas they have been studying, have something to say to them</li> <li>• Give a good reason for the views they have and the connections they make</li> </ul>	<ul style="list-style-type: none"> <li>• Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly</li> <li>• Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how children think and live</li> <li>• Give a good reason for the views they have and the connections they make</li> </ul>	<ul style="list-style-type: none"> <li>• Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists)</li> <li>• Reflect on and articulate lessons people might gain from the beliefs/ practices studied, including their own responses, recognising that others may think differently</li> <li>• Consider and evaluate how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make</li> </ul>

Each unit has colour coded outcomes which fall into the categories of the type of learning for RE  
**Making Sense of Beliefs / Understanding the Impact / Making Connections**

		Nursery	Reception	Year 1	Year 2
Christianity	Incarnation	<ul style="list-style-type: none"> <li>Continue to develop positive attitudes about the differences between people.</li> <li>Develop their sense of responsibility and membership of a community.</li> </ul>	<ul style="list-style-type: none"> <li>Name and describe people who are familiar to them.</li> <li>Show sensitivity to their own and to others' needs.</li> <li>Understand that some places are special to members of their community.</li> <li>Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>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.</li> </ul>		<ul style="list-style-type: none"> <li>Say the story of Jesus' birth and why Jesus is important for Christians</li> <li>Recognise that stories of Jesus' life come from the Gospels</li> <li>Give examples of how Christians use the story of the Nativity to guide their beliefs and their actions at Christmas</li> <li>Talk and give reasons what I have to be thankful for</li> <li>Discuss and ask questions about Christmas for people who are Christian and for those who aren't</li> </ul>
	God / Kingdom of God			<ul style="list-style-type: none"> <li>Identify what a parable is</li> <li>Tell the story of the Lost Son from the Bible and recognise God as a forgiving father</li> <li>Say why the story of the Lost Son is important to Christians</li> <li>Give at least two examples of how Christians show their belief in God as loving and forgiving</li> <li>Talk about an example of how Christians put their beliefs into practice in worship</li> <li>Show that I've learnt something for myself from the story of the Lost Son by talking to others or asking questions</li> <li>Give reasons why I have made connections with the story of the Lost Son</li> </ul>	

Creation		<ul style="list-style-type: none"> <li>• Name and describe people who are familiar to them.</li> <li>• Show sensitivity to their own and to others' needs.</li> <li>• Understand that some places are special to members of their community.</li> <li>• Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Retell the story of creation from Genesis 1:1-2:3</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> <li>• Give at least one example of what Christians do to say 'thank you' to God for Creation</li> <li>• Show that I've learnt something for myself by living in an amazing world by talking to others or asking questions</li> <li>• Give reasons why I have made connections between the Christian/ Jewish Creation story and the world I live in</li> </ul>	
Salvation		<ul style="list-style-type: none"> <li>• Name and describe people who are familiar to them.</li> <li>• Show sensitivity to their own and to others' needs.</li> <li>• Understand that some places are special to members of their community.</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul>		<ul style="list-style-type: none"> <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</li> <li>• Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter</li> <li>• Discuss giving reasons and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to children about sadness, hope or heaven</li> </ul>
Gospel				<ul style="list-style-type: none"> <li>• Tell stories from the Bible and recognise the link between the concept of 'Gospel' or good news</li> <li>• Give a clear account of what the Bible texts mean to Christians</li> <li>• Recognise that Jesus gives instructions to people how to behave</li> <li>• Give at least two examples of</li> </ul>

					<p>ways that Christians follow the teachings studied about forgiveness and peace and bringing good news to everyone</p> <ul style="list-style-type: none"> <li>• Give at least two examples of how Christians show their beliefs in the community and in their own lives</li> <li>• Discuss and ask questions 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</li> </ul>
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		Year 3	Year 4	Year 5	Year 6
Christianity	Incarnation		<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>• Describe how Christians show their beliefs about God the Trinity in worship in different ways and in the way they live</li> <li>• Make links between some Bible texts studied and the idea of God in Christianity, expressing my ideas about what Christians believe God is like</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the place of Incarnation and Messiah within the 'big story' of the Bible</li> <li>• Identify Gospel and prophecy texts, using technical terms</li> <li>• Explain, using technical terms, connections between biblical texts, Incarnation and Messiah</li> <li>• Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas</li> <li>• Comment on how the idea that Jesus is the messiah makes sense in the wider story of the Bible</li> <li>• Evaluate 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</li> </ul>	
	God / Kingdom of God / People of God	<ul style="list-style-type: none"> <li>• Make links between the story of Noah and the idea of covenant</li> <li>• Make links between promises that Christians make at a wedding ceremony</li> <li>• Make links between the story of Noah and how we live in school</li> </ul>	<ul style="list-style-type: none"> <li>• Make 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> </ul>	<ul style="list-style-type: none"> <li>• Identify some different types of biblical texts, using technical terms accurately</li> <li>• Explain connections between biblical texts and Christian ideas of God, using theological terms</li> <li>• Make connections between Bible</li> </ul>	<ul style="list-style-type: none"> <li>• Explain connections between biblical texts and the concept of the kingdom of God</li> <li>• Consider different possible meanings for the biblical texts studied showing an awareness of interpretations</li> </ul>

		and the wider world	<ul style="list-style-type: none"> <li>• Give examples of what Pentecost means to some Christians now</li> <li>• Make links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now</li> <li>• Describe how Christians show their beliefs about the Holy Spirit in worship</li> <li>• Make links, giving good examples, between ideas about the kingdom of God in the Bible and what people believe about following God today</li> </ul>	<p>texts studied and what Christians believe about God, for example how Cathedrals are designed</p> <ul style="list-style-type: none"> <li>• Show how Christians put their beliefs into practice in worship</li> <li>• Evaluate , developing my own insights, how biblical ideas and teachings about God as holy and loving might make a difference in the world today</li> </ul>	<ul style="list-style-type: none"> <li>• Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice</li> <li>• Show how Christians put their beliefs into practice in different ways</li> <li>• Relate the Christian 'Kingdom of God' model to issues, problems and opportunities in the world today</li> <li>• Articulate the idea of sacrifice, recognising different points of view</li> </ul>
	Creation	<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 links between Genesis 1 and what Christians believe about God and Creation</li> <li>• Recognise that the story of the 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world</li> <li>• Describe what Christians do because they believe God is creator</li> <li>• Describe how and why Christians might pray to God, say sorry and ask for forgiveness</li> <li>• Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today</li> </ul>			<ul style="list-style-type: none"> <li>• Identify what type of text Genesis 1 is and its purpose according to some Christians</li> <li>• Taking into account the context, I can suggest what Genesis 1 might mean.</li> <li>• Compare my ideas with ways in which Christians interpret it.</li> <li>• Connections between Genesis 1 and Christian belief about God as creator</li> <li>• Show understanding of why many Christians find science and faith go together</li> <li>• Identify, comment and justify key ideas from the study of Genesis 1, stating how far these are helpful or inspiring</li> <li>• Evaluate giving good reasons how far the Genesis 1 creation narrative is in conflict, or complimentary, with science</li> </ul>
	Salvation		<ul style="list-style-type: none"> <li>• Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people</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 links between the Gospel accounts and how Christians mark</li> </ul>		<ul style="list-style-type: none"> <li>• I can outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it</li> <li>• Explain, using theological terms, what Christians mean when they say that Jesus' death was a sacrifice</li> <li>• Suggest meanings for narratives of Jesus' death/ resurrection, comparing ideas with ways in</li> </ul>

			<p>the Easter events in their communities</p> <ul style="list-style-type: none"> <li>• Describe how Christians show their beliefs about Jesus in worship in different ways</li> <li>• Raise questions and suggest answers, giving good reasons, about why Christians call the day Jesus died 'Good Friday'</li> <li>• See themselves as a valuable individual.</li> <li>• Think about the perspectives of others.</li> </ul>		<p>which Christians interpret these texts</p> <ul style="list-style-type: none"> <li>• Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/ Lord's Supper</li> <li>• Show how Christians put their beliefs into practice in different ways</li> <li>• Evaluate the value and impact of ideas of sacrifice in my own life and the world today</li> <li>• Articulate my ideas on sacrifice recognising different view points</li> </ul>
	Gospel	<ul style="list-style-type: none"> <li>• Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus</li> <li>• Make 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 outcasts mean for a Christian</li> <li>• Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways</li> <li>• Make links, giving a good reason, between the importance of love in the Bible stories studied and life in the world today</li> </ul>		<ul style="list-style-type: none"> <li>• Identify features of Gospel texts (for example, teachings, parable, narrative)</li> <li>• Suggest meanings of Gospel text studied taking into account their context.</li> <li>• Compare my ideas with ways in which Christians interpret biblical texts</li> <li>• Make connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives</li> <li>• Make connections between Christian teachings and the issues, problems and opportunities in the world today, including my own life</li> <li>• Articulate my responses to the issues studied, reorganising different points of view</li> </ul>	

	Nursery	Reception	Year 1	Year 2
Islam				<ul style="list-style-type: none"> <li>• Recognise the words of the Shahadah and say why it's important to Muslims</li> <li>• Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, and give a simple description of what some mean</li> <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 the stories about the Prophet to guide their beliefs and actions</li> <li>• Give examples of how Muslims put their beliefs about prayer into action</li> <li>• Discuss and ask questions about Muslim beliefs and ways of living</li> <li>• Talk about giving reasons what I think is good for Muslims about prayer, respect, celebration and self-control</li> <li>• Give a good reason for my ideas about whether prayer, respect, celebration and self-control have something to say to me</li> </ul>
Judaism			<ul style="list-style-type: none"> <li>• Recognise the words of the Shema as a Jewish prayer</li> <li>• Retell some stories used in Jewish celebrations</li> <li>• Give examples of how the stories used in celebrations remind Jews about what God is like</li> <li>• Give examples of how Jewish people celebrate special times</li> <li>• Make links between Jewish ideas of God found in stories and how people live</li> <li>• Give an example of how some Jewish people might remember</li> </ul>	



			<p><b>God in different ways</b></p> <ul style="list-style-type: none"> <li>• Talk and give reasons about what I think is good about reflecting, thanking, praising and remembering for Jewish people</li> <li>• Explain why and how reflecting, thanking, praising and remembering is important to me</li> </ul>	
Hinduism				
Multi-Faith / Non-Believers	<ul style="list-style-type: none"> <li>• Continue to develop positive attitudes about the differences between people.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> <li>• Develop their sense of responsibility and membership of a community.</li> </ul>	<p><b>Being Special</b></p> <ul style="list-style-type: none"> <li>• Compare and contrast characters from stories, including figures from the past.</li> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• <b>Talk about members of their immediate family and community.</b></li> <li>• <b>Name and describe people who are familiar to them.</b></li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>• See themselves as a valuable individual.</li> <li>• Think about the perspectives of others.</li> </ul> <hr/> <p><b>Special Places</b></p> <ul style="list-style-type: none"> <li>• Understand that some places are special to members of their community.</li> <li>• <b>Talk about members of their immediate family and community.</b></li> <li>• <b>Explore the natural world around them.</b></li> <li>• Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul> <hr/> <p><b>Special Stories / Times</b></p> <ul style="list-style-type: none"> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been</li> </ul>	<ul style="list-style-type: none"> <li>• Identify a story or text that says something about each person being unique and valuable</li> <li>• Give an example of a key belief some people find in one of these stories</li> <li>• Give a simple account of what Genesis 1 tells Christians and Jews about the natural world</li> <li>• <b>Give an example, linking to one of the stories, how people show that they care for others</b></li> <li>• <b>Say examples of how Christians and Jews show care for the Earth</b></li> <li>• <b>Say why Christians and Jews might look after the natural world</b></li> <li>• Talk and give reasons about what difference believing in God makes to how people treat each other and the natural world</li> <li>• Talk about why everyone should care for others and look after the natural world</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Recognise that loving others is important in lots of communities</li> <li>• Say what Jesus and one other religious leader taught about loving other people</li> <li>• <b>Give an account of what of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean</b></li> <li>• <b>Identify at least two ways people show they love each other and belong to each other when they</b></li> </ul>	<ul style="list-style-type: none"> <li>• Recognise there are special places where people go to worship, and talk about what they do there</li> <li>• Identify at least three objects used in worship in two religions and explain how they are used and what they symbolise</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 stories, objects and symbols and actions used in churches, mosques and synagogues which show what people believe</li> <li>• Give examples of how people worship at a church, mosque or synagogue</li> <li>• <b>Talk about why some people like to belong to a sacred building or a community</b></li> <li>• Discuss giving reasons and ask questions about what happens in a church, mosque or synagogue</li> <li>• Talk about what makes some places special to people, and what the difference is between religious and non-religious special place</li> </ul>

		<p>read in class.</p> <ul style="list-style-type: none"> <li>• Show sensitivity to their own and to others' needs.</li> <li>• Talk about the lives of the people around them and their roles in society.</li> <li>• Talk about members of their immediate family and community.</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> </ul>	<p>get married (C, J and NR)</p> <ul style="list-style-type: none"> <li>• Give examples how people show their identity and belonging to a faith community, responding sensitively to differences</li> <li>• Talk about giving reasons what I think is good about being in a community, for people in faith communities and for themselves</li> </ul>	
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	Year 3	Year 4	Year 5	Year 6
Islam	<ul style="list-style-type: none"> <li>• Identify some beliefs about God in Islam, expressed in Surah 1</li> <li>• Make links between beliefs about God and ibadah</li> <li>• Give examples of ibadah in Islam and describe what they involve</li> <li>• Make links between Muslims beliefs about God and a range of ways in which Muslims worship</li> <li>• 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</li> <li>• Make links, giving good reasons, 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</li> </ul>		<ul style="list-style-type: none"> <li>• Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an</li> <li>• Describe ways in which Muslim sources of authority guide Muslim living</li> <li>• Make connections between Muslim beliefs and ibadah</li> <li>• Give evidence and examples to show how Muslims put their beliefs into practice in different ways</li> <li>• Make connections between Muslim beliefs studied and Muslim ways of living in Britain/ Bolton today</li> <li>• Consider and evaluate 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</li> </ul>	
Judaism	<ul style="list-style-type: none"> <li>• Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean</li> <li>• Make links between the story of the Exodus and Jewish beliefs about God and his relationship</li> </ul>		<ul style="list-style-type: none"> <li>• Identify and explain Jewish beliefs about God</li> <li>• Give examples of some texts that say what God is like and explain how Jewish people interpret them</li> <li>• Make connections between Jewish</li> </ul>	

	<p>with people</p> <ul style="list-style-type: none"> <li>• Offer informed suggestions about the meaning of the Exodus story for Jews today</li> <li>• Make links between Jewish beliefs about God and his people and how Jews live</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, giving good reasons, about the value of personal reflection, saying 'sorry', being forgiven, being grateful, seeking freedom and justice in the world today</li> </ul>		<p>beliefs about the Torah and how they use and treat it</p> <ul style="list-style-type: none"> <li>• Make connections between Jewish commandments and how Jews live</li> <li>• Give evidence and examples to show how Jewish people put their beliefs into practice in different ways</li> <li>• Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today</li> <li>• Consider and evaluate the value of tradition, ritual, community, study and worship in the lives of Jews today and can articulate responses on how far they are valuable to people who are not Jewish</li> </ul>	
Hinduism		<ul style="list-style-type: none"> <li>• Identify some Hindu deities and say how they help Hindus describe God</li> <li>• Make links between some stories and what Hindus believe about God</li> <li>• Offer informed suggestions about what Hindu murtis express about God</li> <li>• Make links between beliefs about God and how Hindus live</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> <li>• Make links, giving good reasons, between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Identify the terms 'dharma',</li> </ul>		<ul style="list-style-type: none"> <li>• Identify and explain Hindu beliefs using technical terms accurately</li> <li>• Give meaning for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc</li> <li>• Make connections between Hindu beliefs about dharma, karma, samsara and moksha and ways 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 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 on individuals and the world, recognising</li> </ul>

		<p>'Sanatan Dharma' and 'Hinduism' and say what they mean</p> <ul style="list-style-type: none"> <li>• Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma)</li> <li>• Describe how Hindus show their faith within their families in Britain today</li> <li>• Describe how Hindus show their faith within their faith communities in Britain today</li> <li>• Identify some different ways in which Hindus show their faith</li> <li>• Raise questions and suggest answers, giving good reasons, 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</li> </ul>		<p>different points of view</p>
<p><b>Multi-Faith / Non-Believers</b></p>	<ul style="list-style-type: none"> <li>• Identify some beliefs about why the world is not always a good place</li> <li>• Make connections between religious beliefs and teachings and why people try to live and make the world a better place</li> <li>• Make links between teachings about how to live and ways in which people try to make the world a better place</li> <li>• Describe some examples of how people try to live</li> <li>• Identify some differences in how people put their beliefs into action</li> <li>• 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</li> <li>• Make links between some commands for living from religious traditions and non-religious world views</li> <li>• Express my ideas, giving good reasons, about the best ways to</li> </ul>	<ul style="list-style-type: none"> <li>• Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean</li> <li>• Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today</li> <li>• Describe what happens in ceremonies of commitment and say what these rituals mean</li> <li>• Make links between beliefs about love and commitment and how people in at least two religious traditions live</li> <li>• Identify some differences in how people celebrate commitment</li> <li>• Raise questions and suggest answers about whether it is good for everyone to see life as journey, and to mark the milestones</li> <li>• Make links between love, commitment and promises in religious and non-religious</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist)</li> <li>• Make links with sources of authority that tell people how to be good</li> <li>• Make connections between Christian and Humanist ideas about being good and how people live</li> <li>• Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view</li> <li>• Raise important questions and suggest answers about how and why people should be good</li> <li>• Make connections, giving good examples, between the values studied and my own life and their importance in the world today</li> </ul>	<ul style="list-style-type: none"> <li>• Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs</li> <li>• Identify and explain, saying where my ideas have come from, what religious and non-religious people believe about God</li> <li>• Give examples of reasons why people do or do not believe in God</li> <li>• Make connections between what people believe about God and the impact of this belief on how they live</li> <li>• Give evidence and examples to show how Christians sometimes disagree about what God is like</li> <li>• Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging</li> <li>• Consider and evaluate different views on theism, agnosticism and atheism, expressing insights about why people believe in God</li> </ul>

	<p>make the world a better place, making links with religious ideas studied</p>	<p>ceremonies</p> <ul style="list-style-type: none"> <li>• Give good reasons why they think ceremonies of commitment are or are not valuable today</li> </ul>		<p>or not</p> <ul style="list-style-type: none"> <li>• Make connections between belief and behaviour in my own life in the light of learning</li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Describe at least three examples of how religions guide people in how to respond to good and hard times in life</li> <li>• Identify beliefs about life after death in in at least two religious traditions, comparing similarities and differences</li> <li>• Make connections between what people believe about God and how they respond to challenges in life</li> <li>• Give examples in beliefs about resurrection/ judgement/ heaven/ karma/ reincarnation make a difference to how someone lives</li> <li>• Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these</li> <li>• Offer a reasoned response to the unit question, with evidence and examples, expressing insights of my own</li> </ul>
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## Speaking and Listening Linking to RE

Nursery	Reception	Year 1	Year 2
<ul style="list-style-type: none"> <li>• Use longer sentences of four to six words.</li> <li>• Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li> <li>• Can start a conversation with an adult or a friend and continue it for many turns.</li> <li>• Use a wider range of vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Speak clearly and confidently in front of people in my class.</li> <li>• Re-tell a well-known story and remember the main characters.</li> <li>• Hold attention when playing and learning with others.</li> <li>• Keep to the main topic when we are talking in a group.</li> <li>• Ask questions in order to get more information.</li> <li>• Start a conversation with an adult I know well or with my friends.</li> <li>• Listen carefully to the things other people have to say in a group.</li> <li>• Join in with conversations in a group.</li> <li>• Join in with role play.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask question to get more information and clarify meaning.</li> <li>• Talk in complete sentences.</li> <li>• Decide when I need to use specific vocabulary.</li> <li>• Take turns when talking in pairs or a small group.</li> <li>• Aware that formal and informal situations require different language (beginning).</li> <li>• Retell a story using narrative language and linking words and phrases.</li> <li>• Hold the attention of people I am speaking to by adapting the way I talk.</li> <li>• Understand how to speak for different purposes and audiences (beginning).</li> </ul>

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> <li>• Sequence and communicate ideas in an organised and logical way, always using complete sentences.</li> <li>• Vary the amount of detail and choice of vocabulary, depending on the purpose and the audience.</li> <li>• Take a full part in paired and group discussions.</li> <li>• Show that I know when Standard English is required and use it (beginning).</li> <li>• Retell a story using narrative language and add relevant detail.</li> <li>• Show that I have listened carefully because I make relevant comments.</li> <li>• Present ideas or information to an audience.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions to clarify or develop my understanding.</li> <li>• Sequence, develop and communicate ideas in an organised and logical way, always using complete sentences.</li> <li>• Show that I understand the main point and the details in a discussion.</li> <li>• Adapt what I am saying to the needs of the listener or audience (increasingly).</li> <li>• Show that I know that language choices vary in different contexts.</li> <li>• Present to an audience using appropriate intonation; controlling the tone and volume so that the meaning is clear.</li> <li>• Justify an answer by giving evidence.</li> <li>• Use Standard English when it is required.</li> </ul>	<ul style="list-style-type: none"> <li>• Engage the listener by varying my expression and vocabulary.</li> <li>• Adapt my spoken language depending on the audience, the purpose or the context.</li> <li>• Develop my ideas and opinions, providing relevant detail.</li> <li>• Express my point of view.</li> <li>• Show that I understand the main points, including implied meanings in a discussion.</li> <li>• Listen carefully in discussions. I make contributions and ask questions that are responsive to others' ideas and views.</li> <li>• Use Standard English in formal situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk confidently and fluently in a range of situations, using formal and Standard English, if necessary.</li> <li>• Ask questions to develop ideas and take account of others' views.</li> <li>• Explain ideas and opinions giving reasons and evidence.</li> <li>• Take an active part in discussions and can take on different roles.</li> <li>• Listen to, and consider the opinions of, others in discussions.</li> <li>• Make contributions to discussions, evaluating others' ideas and respond to them.</li> <li>• Sustain and argue a point of view in a debate, using the formal language of persuasion.</li> <li>• Express possibilities using hypothetical and speculative language.</li> <li>• Engage listeners through choosing appropriate vocabulary and register that is matched to the context.</li> </ul>