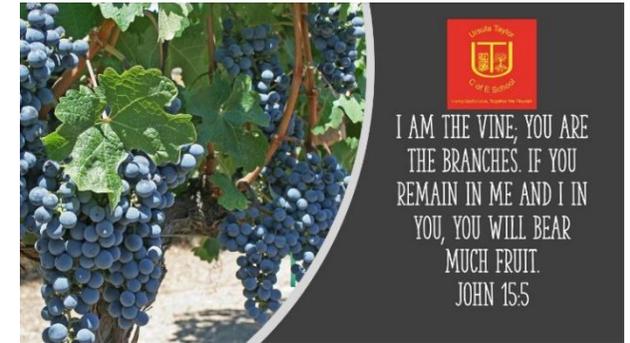


Ursula Taylor C of E School

Whole School RE Coverage and expected outcomes.

Whole school skills progression.



Strand	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Making sense of beliefs	<p>Re-tell stories, talking about what they say about the world.</p> <p>Being to recognise the word 'Incarnation', as describing the belief the God came to Earth as Jesus.</p> <p>Recognise and retell stories connected with the celebration of Easter.</p> <p>Say why Easter is a special time for Christians.</p> <p>Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God.</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 Christian idea of God as a forgiving father.</p> <p>Give clear, simple accounts of what the story means to Christians.</p> <p>Recognise that stories of Jesus' life come from the gospels.</p> <p>Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.</p> <p>Recognise the words of the Shema as a Jewish prayer.</p>	<p>Identify a story or text at says something about the beautiful Earth.</p> <p>Give an example of a key belief some people find in one of these stories. (e.g. that God loves the world because it is God's creation)</p> <p>Give a clear simple account of what Genesis 1 tells Christians and Jews about the natural world.</p> <p>Identify at least 3 people from religions who are admired as good followers of God.</p> <p>Describe stories that are told by and about special people in two religions.</p>	<p>Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean.</p> <p>Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today.</p> <p>Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean.</p> <p>Make clear links between the story of Exodus and Jewish beliefs about God and his relationship with the Jewish people.</p>	<p>Identify and describe how key actions, features and artefacts help people worship in the different religions</p> <p>Explain the meanings of examples of texts that believers use in worship</p> <p>Consider questions about the belief that worship can bring peace, comfort or challenge.</p> <p>Recognise what 'Gospel' is and give an example of the kinds of stories it contains</p> <p>Offer suggestions about what texts about baptism and the Trinity mean.</p>	<p>Identify what type of text some Christians say genesis 1 is, and its purpose.</p> <p>Taking account of the context, suggest what Genesis might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.</p> <p>Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist)</p> <p>Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but: fallen'; Humanists saying people can be</p>	<p>Explain beliefs about the value of religious and cultural diversity in their local town / community.</p> <p>Describe examples of texts which explain why honouring all humans is important in, for example, both Christianity and Islam.</p> <p>Compare their ideas about respect for all with those studied.</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>Retell simply some stories used in Jewish celebrations (e.g. Hanukkah or Pesach)</p> <p>Give examples of how the stories used in celebrations (e.g. Shabbat, Pesach) remind Jews about what God is like, talking about beliefs and the Torah.</p> <p>Recognise that incarnation and salvation are a part of a 'big story' of the Bible.</p> <p>Tell stories of Holy week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people)</p> <p>Recognise that Jesus gives instructions about how to behave.</p> <p>Recognise that there are special places where people go to worship, and talk about what people do there.</p> <p>Identify at least 2 objects used in worship in two religions and give a simple account of how they are used and</p>	<p>Identify a belief about a religious leader. Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'Good News'</p> <p>Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.</p> <p>Recognise that Jesus instructs people about how to behave.</p> <p>Recognise a special time pupils celebrate and explain simply what celebration means.</p> <p>Identify and name at least three different religious festivals, giving two facts about each one.</p> <p>Identify a belief that connects to a festival e.g. 'they do it because they believe'</p> <p>Identify a belief about God linked to what a holy book says</p> <p>Recognise that sacred texts contain stories which are special to many people and</p>	<p>Offer informed suggestions about the meaning of the Exodus story for Jews today.</p> <p>Identify texts which come from Gospel, which tells the story of the life and teaching of Jesus</p> <p>Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'</p> <p>Suggest ideas and then find out about what Jesus' actions towards outcasts mean for Christians.</p> <p>Recognise the word 'salvation' and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live.</p> <p>Offer informed suggestions about what the events of Holy Week mean to Christians.</p> <p>Give examples of what Christians say about the importance of Holy week.</p> <p>Identify and describe how festivals from at</p>	<p>Give examples of what these texts mean to some Christians today.</p> <p>Identify the terms 'dharma', 'Sanatan Dharma' and 'Hinduism' and say what they mean.</p> <p>Make links between Hindu practices and the idea that Hinduism is a 'whole way of life' (dharma)</p> <p>Identify and describe key Sikh beliefs and values including Waheguru and Sewa.</p> <p>Explain examples of texts such as the Mool Mantar.</p> <p>Consider questions about the belief that all humans are equal to God.</p> <p>Make clear links between the story of Pentecost and Christian beliefs about the 'Kingdom of God' on earth.</p> <p>Offer informed suggestions about what the events of Pentecost in Acts 2 might mean.</p>	<p>'good without God', and exist without a designer.)</p> <p>Explain beliefs about how inspirational people can bring believers closer to God.</p> <p>Describe examples of texts or quotes which explain what an ideal way of life might be.</p> <p>Compare about different inspiring leaders from different religions.</p> <p>Identify features of Gospel texts (for example, teaching, parable, narrative)</p> <p>Taking account of the context suggest meanings of Gospel texts studied and compare their own ideas with ways which Christians interpret biblical texts.</p> <p>Outline the 'big story' of the Bible, explaining how incarnation and salvation fit within it.</p> <p>Explain what Christians mean when they say that Jesus' death was a sacrifice.</p> <p>Define terms, 'theist', 'atheist' and 'agnostic'</p>	<p>Explain beliefs and teachings about justice from Christian and Muslim texts.</p> <p>Compare their ideas about justice and fairness with those studied in Islam and Christianity.</p> <p>Identify and explain Hindu beliefs, e.g. dharma, karma, samsara and moksha, using technical terms accurately.</p> <p>Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha and dharma.</p> <p>Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. tawhid; Prophet Muhammad PBUH, as the messenger, the Qur'an as the message)</p> <p>Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow the</p>
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		<p>something about what they mean.</p> <p>Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship.</p>	<p>should be treated with respect.</p> <p>Identify at least three symbols of respect used by members of a religion when they use their holy book.</p> <p>Identify a story or text that says something about each person being unique and valuable.</p> <p>Give an example of a key belief some people find in one of these stories (e.g. that God loves all people)</p>	<p>least three religions are celebrated, using the right words</p> <p>Explain examples of texts and stories which lie behind the festivals in terms of the values and beliefs they show.</p> <p>Consider questions about the belief that God is at work in human life, and stories which show this should be celebrated.</p> <p>Identify some beliefs about God in Islam, expressed in Sura 1 of the Qur'an.</p> <p>Make clear links between beliefs about God and ibadah (e.g. how God is worth worshipping; how Muslims submit to God)</p>	<p>Give examples of what Pentecost means to some Christians now. Identify some beliefs about why the world is not always a good place. (e.g. Christian ideas of sin)</p> <p>Make links between religious beliefs and teaching's and why people try to live and make the world a better place.</p>	<p>and give examples of statements that reflect these beliefs.</p> <p>Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from.</p> <p>Give examples of reasons why people do or do not believe in God.</p>	<p>example of Muhammad PBUH)</p> <p>Describe at least three examples of ways in which religion guide people in how to respond to good and hard times in life.</p> <p>Identify beliefs about life after death I at least two religious traditions, comparing and explaining similarities and differences.</p>
Strand	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding the impact	<p>Say how and when Christians may like to thank their creator.</p> <p>Recall what happens at a traditional Christian festival.</p> <p>Recognise some symbols Christians use during Holy Week, e.g. Palm Leaves, cross, eggs etc.</p>	<p>Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.</p> <p>Give at least 2 examples of ways which Christians show their belief in God as loving and forgiving. (e.g. by saying 'sorry',</p>	<p>Give an example of how people can show that they care for the Earth, making a link to a creation story</p> <p>Give examples of how Christians and Jews can show care for the Earth.</p>	<p>Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean.</p> <p>Make simple links between beliefs about love and commitment and how people in at least two religious</p>	<p>Make simple connections between sacred texts and the ways believers worship today.</p> <p>Describe how people show devotion in different religions.</p> <p>Describe how Christians show their beliefs about God the</p>	<p>Make clear connections between genesis 1 and Christian belief about God as a creator.</p> <p>Show understanding of why many Christians find Science and faith go together.</p> <p>Make clear connections between</p>	<p>Make clear connections between belief in the 'Golden Rule' and the needs of a mixed community.</p> <p>Give examples of the impact of interfaith work in their community.</p>

	Talk about some ways Christians remember these stories at Easter.	by seeing God as welcoming them back, by forgiving others.)	Say why Christians and Jews might look after the natural world.	traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals)	Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live.	Christians and Humanist ideas about being good and how people live.	Make clear connections between Bible texts studied and what Christians believe about God, for example through how cathedrals are designed.
	Recall what happens at a traditional Christian infant baptism and dedication.	Give an example of how Christians put their beliefs into practice in worship (e.g. by saying, 'sorry' to God.)	Understand why some people inspire others.	Identify some differences in how people celebrate commitment (e.g. different practices of marriage, Christian baptism)	Describe how Hindus show their faith within their families in Britain today (e.g. home puja)	Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.	Show how Christians put their beliefs into practice in worship.
	Recall simply what happens when a baby is welcomed into a religion other than Christianity.	Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Hanukkah, Pesach)	Identify the characteristics in inspiring people in religions, local leaders and people who influence the pupils themselves.	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)	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.)	Make clear connections between belief about living a good life and the leaders they study.	Make clear connections between belief about justice from sacred texts and the actions of a modern religiously based charity.
	Recognise that some religious people have places which have special meaning for them.	Make links between Jewish ideas of God found in the stories of the Torah and how people live.	Give simple examples of inspiration, for example, 'Moses / Jesus / Muhammad inspired people to ... by/...'	Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities.	Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India)	Give examples of the impact of faith on life.	Describe clearly examples of the impact of charitable work in the world today.
	Talk about the things that are special and valued in a place of worship.	Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)	Give at least 2 examples of ways in which Christians follow the teachings studied about forgiveness and peace and bringing good news to the friendless	Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways.	Make simple connections between sacred texts and practice, e.g. in provision of food and care for those 'left out'	Explain differences between leaders from different religions.	Explain some differences between two charities.
		Give at least 3 examples of how Christians' show their beliefs about Jesus' death and resurrection in church worship at Easter.	Give at least 2 examples of how Christians put these beliefs into practice in the Church community and their own lives. (for example, charity, confession)	Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities.	Describe how people show their Sikh identity in dress, behaviour and values.	Make clear connections between Gospel texts, Jesus' 'good news' and how Christians live in the Christian community and in their individual lives.	Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live.
		Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which	Give simple examples of the ways a festival makes a difference, e/g/ to emotions, to families.		Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God and	Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion / the Lord's Supper	Connect the four Hindi aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc.

		<p>show what people believe.</p> <p>Give simple examples of how people worship at Church, mosque or synagogue.</p> <p>Talk about why some people like to belong to a sacred building or community.</p>	<p>Talk about features in festival stories that made people feel happy or sad and compare them with pupil's own experiences.</p> <p>Notice and suggest a meaning for some symbols used in the celebrations they learn about, e.g. light, water, signs of togetherness. Recognise how different religions express their respect for their scriptures, using symbols and by doing what scriptures say.</p> <p>Give simple examples of 'hidden messages' in faith stories, or wise sayings.</p> <p>Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories.</p> <p>Give examples of how religious teaching encourages care for other people.</p>	<p>Describe how Christians show their beliefs about Jesus in worship in different ways.</p> <p>Make simple connections between sacred texts and the practice of religious festivals today.</p> <p>Describe how people show devotion to God and commitment to key values in their festivals.</p> <p>Identify similarities, differences and generalities in relation to the festivals they study.</p> <p>Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve.</p> <p>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)</p>	<p>how Christians live now.</p> <p>Describe how Christians show their beliefs about the Holy Spirit in worship.</p> <p>Make simple links about how to live and ways in which people try to make the world a better place 9e.g. Tikkun Olam and the charity Tzedek)</p> <p>Describe some examples of how people try to live (e.g. individual and organisations)</p> <p>Identify some differences in how people put their beliefs into action.</p>	<p>Show how Christians put their beliefs into practice in different ways.</p> <p>Make clear connections between what people believe about God and the impact of this belief on how they live.</p> <p>Give evidence and examples to how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis)</p>	<p>Give evidence and examples to show how Hindus put their beliefs into practice in different ways.</p> <p>Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art)</p> <p>Give evidence and examples to show how Muslims put their beliefs into practice in different ways.</p> <p>Make clear connections between what people believe about God and how they respond to challenges in life, (e.g. suffering, bereavement)</p> <p>Give examples of ways in which beliefs about resurrection / judgement/ heaven / karma / reincarnation make a difference to how someone lives.</p>
Strand	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

<p>Making connections</p>	<p>Talk about things they find interesting, puzzling or wonderful and also their own experiences and feelings about the world.</p> <p>Think about the wonders of the natural world, expressing ideas and feelings.</p> <p>Talk about ideas of new life in nature.</p> <p>Talk about what people do to mess up the world and what they do to look after it.</p> <p>Talk about people who are special to them.</p> <p>Say what makes their families and friends special to them.</p> <p>Make connections with personal experiences.</p> <p>Share and record occasions when things happened in their lives and that made them feel special.</p> <p>Talk about somewhere that is special to themselves, and why.</p> <p>Get to know and use appropriate words to talk about their</p>	<p>Think, talk and ask questions about Christmas for people who are Christians and for people who are not</p> <p>Decide what they personally have to be thankful for, giving a reason for their ideas.</p> <p>Think, talk and ask questions about whether they can learn anything from the story from themselves, exploring different ideas.</p> <p>Give reasons for the ideas they have and the connections they make.</p> <p>Ask questions about what Jewish people celebrate and why.</p> <p>Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people.</p> <p>Give a good reason for their ideas about whether any of these things are good for them too.</p> <p>Think, talk and ask questions about whether the story of Easter only has</p>	<p>Think, talk and ask questions about what difference believing in God makes to how people treat the natural world.</p> <p>Give good reasons why everyone (religious and non-religious) should look after the natural world.</p> <p>Think, talk and ask good questions about leadership and inspiration.</p> <p>Notice and find out about the different ways leaders are admired in different religions.</p> <p>Talk about links between the work and the question: who inspires me?</p> <p>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 about how to live, giving good reason for their ideas.</p> <p>Think, talk and ask good questions about big days in different religions.</p>	<p>Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark milestones</p> <p>Make links between ideas of love, commitment and promises in religious and non-religious ceremonies.</p> <p>Give good reasons why they think ceremonies of commitment are or not valuable today.</p> <p>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.</p> <p>Make links with the value or personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupil's own lives and giving good reasons for their ideas.</p> <p>Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.</p>	<p>Raise questions about why believers value worship.</p> <p>Express their own ideas about the meaning and value of worship.</p> <p>Give good reasons for their views about worship and prayer.</p> <p>Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like.</p> <p>Raise questions and suggest answers about what is a 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.</p> <p>Raise questions about what it means to live a good life and examine Sikh answers.</p> <p>Make links between their own ideas and values and those held dear in Sikh communities.</p>	<p>Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.</p> <p>Weigh up how far the Genesis 1 creation narrative is in conflict, or it complementary, with a scientific account, giving good reasons for their views.</p> <p>Raise questions about the concept of 'inspirational people' suggest good answers</p> <p>Explain the importance of role models from different religions</p> <p>Express their own response to the inspiring lives they have studied.</p> <p>Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including in their own lives.</p> <p>Articulate their own responses to the issues studied, recognising different points of view.</p>	<p>Raise questions about how we can be a more tolerant and respectful community, suggesting answers.</p> <p>Explain the importance of tolerance, respect and liberty for all in making a community that is harmonious.</p> <p>Give good reasons for their views about harmony in our communities.</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>Raise questions about charity, justice and the impact of religion and belief, suggesting answers.</p> <p>Explain the importance of the idea that God love justice and is just to Muslims and Christians.</p> <p>Express their own ideas about justice.</p>

<p>thoughts and feelings when visiting a church.</p> <p>Express a personal response to the natural world.</p>	<p>something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.</p> <p>Think, talk and ask good questions about what happens in a Church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas.</p> <p>Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.</p>	<p>Talk about links between how people celebrate today and old stories</p> <p>Notice and find out about simple similarities; special or sacred foods, music, stories, gatherings prayers or gifts.</p> <p>Talk about what they like in the stories from sacred texts that they hear</p> <p>Think, talk and ask good questions about messages within sacred texts and the values, behaviour and attitudes of people</p> <p>Suggest feelings and reactions of characters at key points in faith stories, and suggest meanings in the stories.</p> <p>Ask and suggest answers to questions arising from their learning about holy books.</p> <p>Think, talk and ask questions about what difference believing in God makes to how people trust each other.</p>	<p>Raise thoughtful questions and suggest some answers about why Christians call the day Jesus dies 'Good Friday', giving good reasons for their suggestions.</p> <p>Raise questions about what is worth celebrating and why, suggesting answer of their own with reasons.</p> <p>Make links between different religions, which all celebrate the triumph of goodness over evil.</p> <p>Raise questions about what is worth celebrating and why, suggesting answers of their own with reasons.</p> <p>Make links between different religions, which all celebrate the triumph of goodness over evil.</p> <p>Raise connections and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslim.</p>	<p>Give good reasons for their views about the importance of values such as equality, community, tradition and respect.</p> <p>Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas.</p> <p>Raise questions and suggest answers about why the world is not always a good place, and the best ways of making it better.</p> <p>Make links between some commands for living from religious traditions, non-religious world views and pupil's own ideas.</p> <p>Express their own ideas about the best ways to make their world a better place, making links with religious ideas studied, giving good reasons for their views.</p>	<p>Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.</p> <p>Articulate their own responses to the idea of sacrifice, recognising different points of view.</p> <p>Reflect on and articulate some ways in which believing God is valuable in the lives of believers, and ways it can be challenging.</p> <p>Consider and weigh up different views on them, agnosticism and atheism, expressing insights of their own about why people believe in God or not.</p> <p>Make connections between belief and behaviour in their own lives, in the light of their learning.</p>	<p>Make connections between Hindu beliefs studied (e.g. karma and dharma) and explain how and why they are important to Hindus.</p> <p>Reflect on and articulate what impact belief in karma and dharma might have in individuals and the world, recognising different points of view.</p> <p>Make connections between Muslims beliefs studied and Muslim ways of living in Britain / Bedfordshire today.</p> <p>Consider and weigh up the value of, e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today, and articulate responses on how far they are valuable to people who are not Muslims.</p> <p>Reflect and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.</p>

			Give good reasons why everyone (religious and non-religious) should care for others.	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.			Interpret a range of artistic expressions of the afterlife, offering and explaining different ways of understanding these. Offer a reasoned response to the unit question, with evidence and examples, expressing insights of their own.
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