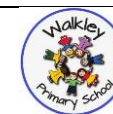




## z Walkley Primary School RE progression Map



|        | Making sense of belief                                                                                                                                                                                                           |                                                                                                                                                                                                                                                      | Understanding the impact                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                       | Make connections                                                                                                                                                                               |                                                                                                                                                                                                              |
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|        | Autumn 1                                                                                                                                                                                                                         | Autumn 2                                                                                                                                                                                                                                             | Spring 1                                                                                                                                                                                                                                                                           | Spring 2                                                                                                                                                                                                                                              | Summer 1                                                                                                                                                                                       | Summer 2                                                                                                                                                                                                     |
| F1 & 2 | <p>Being special: where do we belong?</p> <p>Retell religious stories making connections with personal experiences.</p> <p>Recall simply what happens at a traditional Christian infant baptism and dedication.</p>              | <p>Why is Christmas special for Christians?</p> <p>Talk about people who are special to them.</p> <p>Say what makes their family and friends special to them.</p> <p>Recall simply what happens at a traditional Christian festival (Christmas).</p> | <p>Why is the word 'God' special to Christians?</p> <p>Talk about their own experiences and feelings about the world.</p> <p>Say how and when Christians like to thank their Creator.</p> <p>Talk about what people do to mess up the world and what they do to look after it.</p> | <p>Why is Easter special for Christians?</p> <p>Say why Easter is a special time for Christians.</p> <p>Talk about ideas of new life in nature</p> <p>Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc.</p> | <p>Which stories are special and why?</p> <p>Talk about some religious stories.</p> <p>Talk about some of the things these stories teach believers.</p>                                        | <p>Which places are special and why?</p> <p>Talk about somewhere that is special to themselves, saying why.</p> <p>Recognise that some religious people have places which have special meaning for them.</p> |
| 1      | <p>How should we care for others and the world, and why does it matter?</p> <p>Give a clear, simple account of what Genesis 1 tells Christians about creation.</p> <p>Give examples of how Christians and Jews can show care</p> | <p>Why does Christmas matter to Christians?</p> <p>Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.</p> <p>Give examples of ways in which Christians use the</p>                                 | <p>What do Christians believe God is like?</p> <p>Identify what a parable is</p> <p>Retell simply the story of the Lost Son</p> <p>Understand that Christians believe God will forgive their mistakes.</p>                                                                         | <p>Why does Easter matter to Christians?</p> <p>Give at least one example of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter</p>                                                                    | <p>Who is Jewish and how do they live?</p> <p>Recognise the words of the shema as a Jewish prayer.</p> <p>Make links between Jewish ideas of God found in the stories and how people live.</p> | <p>Who is Jewish and how do they live?</p> <p>Give examples of how Jewish people celebrate special times.</p> <p>Give an example of how some Jewish people might remember God in different ways.</p>         |

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|   | <p>for the natural earth.<br/>Say why Christians and Jews might look after the natural world.</p>                                                                                                                                                                                                                                                                         | <p>story of the Nativity to guide their beliefs and actions at Christmas.</p>                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                   | <p>Know some events that happened during Holy Week</p>                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                   |
| 2 | <p>What is the 'good news' Christians believe God brings?<br/>Recognise that Jesus gives instructions to people about how to behave.<br/>Understand some of the ways that Jesus brought 'good news.'</p> <p>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.</p> | <p>Who is a Muslim and how do they live?<br/>Understand that Muslims believe in Allah as one true God.<br/>Identify some of the key Muslim beliefs found in the shahdah (including the importance of Muhammad).<br/>Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions.</p> | <p>Who is a Muslim and how do they live?<br/>Think, talk about and ask questions about Muslim beliefs and ways of living.<br/>Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas.<br/>Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.</p> | <p>Why does Easter matter to Christians?<br/>Tell stories of Holy Week and Easter from the bible<br/>Understand the idea of salvation.<br/>Give examples of how Christians' beliefs about Jesus's death and resurrection are shown at Easter.</p> | <p>What does it mean to belong to a faith community?<br/>Say simply what Jesus and one other religious leader taught about loving other people.<br/>Say what happens at a traditional Christian, Jewish or Muslim welcoming ceremony.<br/>Talk about what is good about being in a community.</p> | <p>What makes some places sacred to believers?<br/>Recognise that there are special places where people go to worship, and talk about what people do there.<br/>Give simple examples of stories, objects, symbols and actions used in places of worship<br/>Give simple examples of how people worship at a place of worship.</p> |

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| 3 | <p>What does it mean to be a Hindu in Britain today?</p> <p>Describe how Hindus show their faith within their families in Britain today.</p> <p>Describe how Hindus show their faith within their faith communities.</p> <p>Understand the word 'dharma' as a Hindu's whole way of life.</p> | <p>What do Hindus believe God is like?</p> <p>Identify some Hindu deities and say how they help Hindus describe God.</p> <p>Make simple links between beliefs about God and how Hindus live.</p>          | <p>Why do Christians call the day Jesus died 'Good Friday?'</p> <p>Recognise the word 'salvation' and that Christians believe God came to 'save' or 'rescue' people.</p> <p>Make simple links between the Gospel accounts and how Christians mark the Easter events in their Communities.</p> <p>Describe how Christians show their beliefs about Jesus in worship in different ways.</p> | <p>For Christians, when Jesus left, what was the impact of Pentecost?</p> <p>Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth.</p> <p>Give examples of what Pentecost means to some Christians now.</p> <p>Describe how Christians show their beliefs about the Holy Spirit in worship.</p> | <p>How do festivals and family life show what matters to Jewish people?</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>Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities.</p> | <p>How and why do people mark the significant events of life? (C, H, NR)</p> <p>Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean.</p> <p>Describe what happens in ceremonies of commitment</p> <p>Identify some differences in how people celebrate commitment.</p> |
| 4 | <p>What do Christians learn from the Creation story?</p> <p>Make clear links between Genesis 1 and what Christians believe about God and creation.</p> <p>Recognise that the story of 'the Fall' in Genesis 3 gives an</p>                                                                   | <p>What is it like for someone to follow God?</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</p> | <p>What is the 'Trinity' and why is it important for Christians?</p> <p>Recognise what a 'gospel' is and give an example of the kinds of stories it contains.</p> <p>Describe how Christians show their</p>                                                                                                                                                                               | <p>What kind of world did Jesus want?</p> <p>Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian.</p> <p>Make clear links between the calling of the first disciples and how Christians</p>                                                                                                              | <p>How do festivals and worship show what matters to a Muslim?</p> <p>Identify some beliefs about God in Islam, expressed in Surah 1.</p> <p>Give examples of Ibadah in Islam</p> <p>Make links about Muslim beliefs about God and a range of</p>                                                                                                                                                                          | <p>How and why do people try to make the world a better place?</p> <p>Identify some beliefs about why the world is not always a good place.</p> <p>Make simple links between teachings about how to live and ways in which people try</p>                                                                                            |

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|   | <p>explanation of why things go wrong in the world.</p> <p>Describe what Christians do because they believe God is creator.</p>                                                                                                                                                                                         | <p>that Christians make at a wedding ceremony.</p> <p>Make links between the story of Noah and how we live in school and in the wider world.</p>                                                                                                                                                                                                                                              | <p>beliefs about God the Trinity in different ways and in the way they live.</p>                                                                                                                                                                                                                                                          | <p>today try to follow Jesus.</p> <p>Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways.</p>                                                                                                                                                                                                   | <p>ways in which Muslims worship.</p>                                                                                                                                                                                                                                                                                | <p>to make the world a better place</p> <p>Identify some differences in how people put their beliefs into action.</p>                                                                                                                                                                                                                                                                                                    |
| 5 | <p>What does it mean if Christians believe God is holy and loving?</p> <p>Recall some content from biblical texts.</p> <p>Show how Christians put their beliefs into practice in worship.</p> <p>Evaluate how biblical ideas and teachings about God as holy and loving might make a difference in the world today.</p> | <p>Creation and Science: conflicting or complementary?</p> <p>Show understanding of why many Christians find science and faith go together.</p> <p>Make connections between Genesis 1 and Christian belief about God as Creator.</p> <p>Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving reasons for their views.</p> | <p>What does it mean to be a Muslim in Britain today?</p> <p>Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an.</p> <p>Describe ways in which Muslim sources of authority guide Muslim living.</p> <p>Give evidence and examples to show how Muslims put their beliefs into practice in different ways.</p> | <p>What do Christians believe Jesus did to 'save' people?</p> <p>Explain what Christians mean when they say that Jesus' death was a sacrifice.</p> <p>Show how Christians put their beliefs into practice in different ways.</p> <p>Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.</p> | <p>How do Christians decide how to live? 'What would Jesus do'?</p> <p>Identify features of Gospel texts (for example, teachings, parable, narrative).</p> <p>Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.</p> | <p>What matters most to Humanists and Christians? (C, M/J, NR)</p> <p>Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist).</p> <p>Make clear connections between Christian and Humanist ideas about being good and how people live.</p> <p>Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.</p> |

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| 6 | <p>Why do some people believe in God and some people not? (C, NR)</p> <p>Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs. 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>Make clear connections between what people believe about God and the impact of this belief on how they live.</p> | <p>Why do Christians believe Jesus was the Messiah?</p> <p>Explain the place of Incarnation and Messiah within the 'big story' of the Bible.</p> <p>Identify Gospel and prophecy texts, using technical terms.</p> <p>Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.</p> | <p>Why do Hindus try to be good?</p> <p>Identify and explain some Hindu beliefs, e.g. dharma, karma, samsara, moksha.</p> <p>Give evidence and examples to show how Hindus put their beliefs into practice in different ways.</p> <p>Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.</p> | <p>Why is the Torah so important to Jewish people?</p> <p>Identify and explain Jewish beliefs about God.</p> <p>Make clear connections between Jewish beliefs about the Torah and how they use and treat it.</p> <p>Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws).</p> <p>Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice).</p> | <p>For Christians, what kind of king is Jesus?</p> <p>Explain connections between biblical texts and the concept of the kingdom of God.</p> <p>Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice.</p> <p>Show how Christians put their beliefs into practice in different ways.</p> | <p>How does faith help people when life gets hard?</p> <p>Describe some ways in which religions guide people in how to respond to good and hard times in life.</p> <p>Identify beliefs about life after death in at least two religious traditions.</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> |
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## End of phase outcomes:

| Teaching and learning approach                                                                                                                                                                                                                                                                                                                                       | End KS1<br>Pupils can ...                                                                                                                                                                                                                                                                                                               | End lower KS2<br>Pupils can ...                                                                                                                                                                                                                                                                                                                                                                                                     | End upper KS2<br>Pupils can ...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | End KS3<br>Pupils can ...                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| <b>Element 1:</b><br><b>Making sense of beliefs</b><br>Identifying and making sense of religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation. | <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 the core beliefs and concepts studied</li> <li>make clear links between texts/ sources of authority and the core concepts studied</li> <li>offer informed 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 texts/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 some ways in which believers interpret texts/sources of authority</li> </ul>                                                                                                                                                                         | <ul style="list-style-type: none"> <li>give reasoned explanations of how and why the selected core beliefs and concepts are important within the religions studied</li> <li>taking account of context(s), explain how and why people use and make sense of texts/sources of authority differently</li> <li>in the light of their learning, explain how appropriate different interpretations of texts/sources of authority are, including their own ideas</li> </ul>                  |
| <b>Element 2:</b><br><b>Understanding the impact</b><br>Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world.                                                                                                                                                  | <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>                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>give reasons and examples to account for how and why people put their beliefs into practice in different ways, individually and in various communities (e.g. denominations, times or cultures; faith or other communities)</li> <li>show how beliefs guide people in making moral and religious decisions, applying these ideas to situations in the world today</li> </ul>                                                                    |
| Teaching and learning approach                                                                                                                                                                                                                                                                                                                                       | End KS1<br>Pupils can ...                                                                                                                                                                                                                                                                                                               | End lower KS2<br>Pupils can ...                                                                                                                                                                                                                                                                                                                                                                                                     | End upper KS2<br>Pupils can ...                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | End KS3<br>Pupils can ...                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Element 3:</b><br><b>Making connections</b><br>Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied; and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.                              | <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 pupils think and live</li> <li>give good reasons 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 weigh up 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> | <ul style="list-style-type: none"> <li>give coherent accounts of the significance and implications of the beliefs and practices studied in the world today</li> <li>evaluate how far the beliefs and practices studied help pupils themselves and others to make sense of the world</li> <li>respond to the challenges raised by questions of belief and practice, both in the world today and in their own lives, offering reasons and justifications for their responses</li> </ul> |