

Year	A. Know about and understand a range of religions and worldviews.	B. Express ideas and insights about the nature, significance and impact of religions and worldviews.	C. Gain and deploy the skills needed to engage seriously with religions and worldviews.	Vocabulary
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Glen Hills Primary School Progression Map - RE



Year	Learning Outcomes			Vocabulary <i>To be completed</i>
	A. Know about and understand a range of religions and worldviews.	B. Express ideas and insights about the nature, significance and impact of religions and worldviews.	C. Gain and deploy the skills needed to engage seriously with religions and worldviews.	
Year 1	<p>Identify some ways Christians celebrate Christmas and some ways a festival is celebrated in another religion (A1).</p> <p>Give an account of what happens at a traditional Christian infant baptism / dedication and suggest what the actions and symbols mean (A1).</p> <p>Recognise that there are special places where people go to worship, and talk about what people do there (A1).</p> <p>Recognise that some people believe God created the world and so we should care for it (A2).</p> <p>Retell stories connected with Christmas and a festival in another religion (A2).</p> <p>Recognise and name some symbols of belonging from their own experience and for Christians what these might mean and why they matter to believers (A3).</p> <p>Identify special objects and symbols found in a place where people worship (A3).</p>	<p>Talk about how religions teach that people are valuable, giving simple examples (B1).</p> <p>Identify ways that some people make a response to God by caring for others and the world (B1).</p> <p>Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1).</p> <p>Ask good questions during a school visit about what happens in a church (B1).</p> <p>Observe and recount different ways of expressing identity and belonging (B2).</p> <p>Notice some similarities between different religions and world views (B3).</p>	<p>Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).</p> <p>Describe some of the ways in which people use music in worship, and talk about how different music makes them feel (C1).</p> <p>Respond to examples of cooperation between different people (C2).</p> <p>Talk about issues of good and bad, right and wrong arising from the stories (C3).</p>	
Year 1 GDS	Suggest meanings for some symbols	Give examples of ways in which	Use creative ways to express their own	

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	<p>and actions used in religious celebrations, including Christmas, Diwali (A3). Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3).</p>	<p>believers express their identity and belonging within faith communities, responding sensitively to differences (B2). Talk about ways in which stories, objects, symbols and actions used in church show what people believe (B2). Identify some similarities and differences between the celebrations studied (B3).</p>	<p>ideas about the creation story and what it says about what God is like (C1).</p>	
Year 2	<p>Talk about some ideas about Christian beliefs about God and Jesus (A1). Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2). Re-tell a story that shows what Jewish People at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means (A2). Retell stories connected with Christmas and a festival in another religion and explain their significance (A2). Re-tell stories from the Christian Bible and stories from another faith: suggest the meaning of these stories (A2). Re-tell Bible stories about caring for others and the world (A2). Talk about how the mezuzah in the home reminds Jewish people about</p>	<p>Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1). Ask good questions during a school visit about what happens in a synagogue (B1) Talk about ways in which stories, objects, symbols and actions used in synagogues and churches show what people believe (B2). Identify some similarities and differences between the celebrations studied (B3). Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3).</p>	<p>Ask some questions about believing in God and offer some ideas of their own (C1). Ask some questions about believing in God and offer some ideas of their own (C1). Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1). Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2). Talk about issues of good and bad, right and wrong, arising from the stories (C3).</p>	

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	<p>God (A3). Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3).</p>			
Year 2 GDS	<p>Make links between what Jesus taught and what Christians believe and do (A2). Make links between some Jewish teachings and how Jewish people live (A2). Make links between the messages within sacred texts and the way people live (A2). Suggest meanings to religious songs, responding sensitively to ideas about thanking and praising (A2) Suggest meanings for some symbols and actions used in religious celebrations, including Christmas, Diwali, Hanukkah (A3).</p>	<p>Respond thoughtfully to a piece of Christian music and a Bible text that inspired it (B1). Give examples about ways in which believers put their beliefs about others and the world into action, making links with religious stories (B1). Show that they have begun to be aware that some people regularly worship God in different places (B3).</p>	<p>Express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people chose to celebrate in these ways (C1). Suggest their own ideas about stories from sacred texts and give reasons for their significance (C1).</p>	
Year 3	<p>Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1). Make connections between some of Jesus' teachings and the way Christians live today (A1). Describe how Christians celebrate Holy Week and Easter Sunday (A1). Describe some ways in which</p>	<p>Ask questions raised by the stories and life of Jesus and followers today, and give examples of how Christians are inspired by Jesus (B1). Ask good questions about what Sikhs do to show their faith (B1). Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).</p>	<p>Discuss links between the actions of Christians helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2). Suggest some ideas about good ways to treat others arising from their learning (C3).</p>	

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	<p>Christians express their faith through hymns and modern worship songs (A2).</p> <p>Retell some stories behind festivals (A2).</p> <p>Identify and name examples of what Sikhs have and do in their families and at a Gurdwara to show their faith (A3).</p>	<p>Recognise and identify some differences between religious festivals and other types of celebrations (B2).</p> <p>Suggest why being a Sikh is a good thing in Britain today, and why it might be hard sometime (B2).</p>		
Year 3 GDS	<p>Describe some examples of what Sikhs do to show their faith, and make connections with some Sikh beliefs and teachings about aims and duties in life (A1).</p>	<p>Identify the most important parts of Easter for Christians and say why they are important (B1).</p>	<p>Discuss and present ideas about what it means to be a Christian in Britain today, making links with their own experiences (C1).</p> <p>Explore and suggest ideas about what is worth celebrating in and remembering in religious communities and their own (C1).</p> <p>Present their own ideas about the most important values and attitudes to have today, making links with Christian values (C2).</p>	
Year 4	<p>Describe some examples of what Hindus do to show their faith, and make some connections with some Hindu beliefs and teachings about aims and duties in life (A1).</p> <p>Describe some of the ways in which Christians and Hindus describe God (A1).</p> <p>Make connections between some of Jesus' teachings and the way Christians live today (A1).</p> <p>Describe some ways in which Hindus</p>	<p>Identify how and say why it makes a difference in people's lives to believe in God (B1).</p> <p>Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).</p> <p>Ask questions and give ideas about what matters most in festivals (B2).</p> <p>Suggest why having a faith in something or belief in something can be hard (B2).</p>	<p>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and their own (C1).</p> <p>Ask questions and suggest some of their own responses to ideas about God (C1).</p> <p>Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).</p>	

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	<p>express their faith through puja, aarti and bhajans (A2).</p> <p>Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2).</p> <p>Give simple definitions of some key Christian terms (e.g. salvation) (A2).</p>			
Year 4 GDS	<p>Make connections between stories, symbols and beliefs with what happens in three or more festivals (A2).</p>	<p>Suggest how and why religious festivals are valuable to many people (B2).</p> <p>Explain similarities and differences between Hindu worship and worship in other religious tradition pupils have been taught (B3).</p>	<p>Discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own experiences (C1).</p> <p>Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied (C2).</p> <p>Present their own ideas about the most important values and attitudes and values to have today, making links with Christian values (C2).</p>	
Year 5	<p>Make connections between the key functions of the mosque and the beliefs of Muslims (A1).</p> <p>Make connections between the Muslim practice of the Five Pillars and their beliefs about God and the prophet Muhammad (A2).</p> <p>Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2).</p>	<p>Describe and reflect on the significance of the Holy Qur'an to Muslims (B1).</p> <p>Comment thoughtfully on the value and purpose of places of worship in religious communities (B1).</p> <p>Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life (B1).</p> <p>Give examples of how places of worship support believers in difficult times, explaining why this matters to</p>	<p>Present ideas about the importance of <i>people</i> in a place of worship, rather than the <i>place</i> itself (C1).</p> <p>Find out about religious teachings, charities and ways of expressing generosity (C3).</p>	

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	Make connections between how believers feel about places of worship in different traditions (A3).	believers (B2). Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2). Select and describe the most important functions of a place of worship for the community (B3). Show understanding of the value of sacred buildings and art (B3).		
Year 5 GDS	Outline how and why places of worship fulfill special functions in the lives of believers (A3).		Answer the title question 'What does it mean to be a Muslim in Britain today' from different perspectives, including their own (C1). Apply ideas about values and from scriptures to the title question (C2).	
Year 6	Make connections between the key functions of the Buddhist temple and the beliefs of Buddhists (A1). Describe and make connections between examples of religious creativity (buildings and art) (A1). Make connections between the practice of the Buddhist Noble Eightfold Path and Buddhists beliefs about Buddha (A2). Describe the forms of guidance a Buddhist uses and compare them to forms of guidance experienced by the pupils (A2). Describe what Christians mean about humans being made in the image of	Describe and reflect on the significance of the Buddha rupa to Buddhists (B1). Explain the impact Jesus' example might have on Christians today (B1). Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1). Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2). Give examples of ways in which believing in God is valuable in the lives of Christians and ways in which it can be challenging (B2). Suggest reasons why some believers	Present different views on why people believe in God or not, including their own ideas (C1). Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the others they have studied (C3). Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3).	

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	<p>God and being 'fallen', giving examples (A2). Outline Jesus' teaching on how his followers should live (A2). Outline clearly a Christian understanding of what God is like, using examples and evidence (A2).</p>	<p>see generosity and charity as more important than buildings and art (B2). Describe some Christian and Humanist values simply (B3). Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3). Show understanding of the value of sacred buildings and art (B3).</p>		
Year 6 GDS	<p>Explain the links between Jesus' death on the cross and Christian belief in love and forgiveness, giving reasons why Christians want to follow Jesus (A2). Outline how and why some Humanists criticise spending on religious buildings or art (A3).</p>	<p>Comment thoughtfully on the value and purpose of religious practices and rituals Buddhist's daily life (B1). Give examples of similarities and differences between Christian and Humanist values (B3). Explain how Christians sometimes disagree about what God is like, giving examples of how they interpret texts differently (B3).</p>	<p>Answer the title question from different perspectives, including their own (C1). Enquire into what some atheists, agnostics and theists say about God, expressing their own ideas and arguments, using evidence and examples (C1). Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace in the light of their learning (C2). Investigate and explain the challenges of following Jesus' teaching about love, forgiveness, justice and/or generosity, expressing their own ideas (C3).</p>	