

Year	Make sense of belief:	Understand the impact:	Make connections:	Vocabulary
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Glen Hills Primary School Progression Map - RE



Year	Learning Outcomes			Vocabulary
	Make sense of belief:	Understand the impact:	Make connections:	
EYFS	<p>Unit F1:</p> <ul style="list-style-type: none"> Retell stories, talking about what they say about the world, God, human beings <p>Unit F6 (Diwali and Hanukkah):</p> <ul style="list-style-type: none"> Talk about some religious stories Recognise some religious words, e.g. about God <p>Unit F5:</p> <ul style="list-style-type: none"> Begin to recognise that for Christians, Hindus or Jews, these special things link to beliefs about God <p>Unit F2:</p> <ul style="list-style-type: none"> Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus Retell religious stories, making connections with personal experiences. <p>Unit F6:</p> <ul style="list-style-type: none"> Talk about some religious stories Recognise some religious words, e.g. about God Identify a sacred text e.g. Bible <p>Unit F3:</p> <ul style="list-style-type: none"> Recognise and retell stories connected with celebration of Easter Say why Easter is a special time for Christians <p>Unit F6 (Wesak and Vaisakhi):</p> <ul style="list-style-type: none"> Talk about some religious stories Recognise some religious words, e.g. about God 	<p>Unit F1:</p> <ul style="list-style-type: none"> Say how and when Christians like to thank their Creator <p>Unit F6 (Diwali and Hanukkah):</p> <ul style="list-style-type: none"> Talk about some of the things these stories teach believers <p>Unit F5:</p> <ul style="list-style-type: none"> Recognise that some religious people have places which have special meaning for them Talk about the things that are special and valued in a place of worship <p>Unit F2:</p> <ul style="list-style-type: none"> Recall simply what happens at a traditional Christian festival (Christmas) <p>Unit F6:</p> <ul style="list-style-type: none"> Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked; what the <i>Chanukah</i> story teaches Jews about standing up for what is right), etc. <p>Unit F3:</p> <ul style="list-style-type: none"> Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature Talk about some ways Christians 	<p>Unit F1:</p> <ul style="list-style-type: none"> Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world Think about the wonders of the natural world, expressing ideas and feelings. Talk about what people do to mess up the world and what they do to look after it. <p>Unit F6 (Diwali and Hanukkah):</p> <ul style="list-style-type: none"> Identify some of their own feelings in the stories they hear <p>Unit F5:</p> <ul style="list-style-type: none"> Talk about somewhere that is special to themselves, saying why Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church Express a personal response to the natural world. <p>Unit F2:</p> <ul style="list-style-type: none"> Talk about people who are special to them Say what makes their family and friends special to them <p>Unit F6:</p> <ul style="list-style-type: none"> Identify some of their own feelings in the stories they hear <p>Unit F3:</p> <ul style="list-style-type: none"> Talk about ideas of new life in nature <p>Unit F6 (Wesak and Vaisakhi):</p>	<p>World, create, nature, God, Christians, Hindus, Diwali, Rama, Sita, light, Local, local area, special place, safe, trust, happy church, font, cross, pew, candle, Bible, Christian leader, Reverend, Mandir, autumn, change, weather, care, bulbs, spring, Jewish people, Hanukkah, Christmas, Christian, God, Jesus, Mary, Joseph, Zacchaeus, tax collector, loaves, fish, miracle Palm Sunday, palm leaves, cross, Easter Sunday, donkey, tomb, eggs, new life, hot cross buns, Sikhs, Vaisakhi Wesak, Buddhists, Buddha, belong, community, Christian, baptism Muslims, Eid, Ramadan</p>

S. Bahia
Map

Glen Hills Primary School

RE Progression

Learning Outcomes are linked to the End of Key Stage Outcomes from the Leicestershire Agreed Syllabus for RE

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	Unit F4 (inc. Eid): <ul style="list-style-type: none"> Retell religious stories making connections with personal experiences 	remember these stories at Easter. Unit F6 (Wesak and Vaisakhi): Unit F4 (inc. Eid): <ul style="list-style-type: none"> Recall simply what happens at a traditional Christian infant baptism and dedication Recall simply what happens when a baby is welcomed into a religion other than Christianity. 	<ul style="list-style-type: none"> Identify some of their own feelings in the stories they hear Unit F4 (inc. Eid): <ul style="list-style-type: none"> Share and record occasions when things have happened in their lives that made them feel special 	
EYFS GDS	<ul style="list-style-type: none"> Talk in detail about 3 or more religious stories Recognise that for Christians, Hindus or Jews, these special things link to beliefs about God 	<ul style="list-style-type: none"> Recognise 3 or more symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., Recall in detail what happens when a baby is welcomed into a religion other than Christianity. 	<ul style="list-style-type: none"> Explain clearly their own feelings in the stories they hear 	Ravana, Angel Gabriel, shepherds, wise men, stained glass window, washing area, prayer hall, incarnation, Hanukkah menorah, (hanukkiah), disciples, Guru Gobind Singh, Punj Pyare (5 beloved of the Guru), Prince Siddhartha, monk, temple, Aqiqah,
Year 1	Unit 1.2 <ul style="list-style-type: none"> Retell the story of creation from Genesis 1:1–2:3 simply Recognise that 'Creation' is the beginning of the 'big story' of the Bible Say what the story tells Christians about God, Creation and the world Unit 1.3 <ul style="list-style-type: none"> Recognise that stories of Jesus' life come from the Gospels (Luke) Give a clear, simple account of the story of Jesus' birth and why Jesus is 	Unit 1.2 <ul style="list-style-type: none"> Give at least one example of what Christians do to say 'thank you' to God for Creation Unit 1.6 <ul style="list-style-type: none"> Give examples of how Muslims use the <i>Shahadah</i> to show what matters to them Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in 	Unit 1.2 <ul style="list-style-type: none"> Think, talk and ask questions about living in an amazing world Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in. Unit 1.6 <ul style="list-style-type: none"> Think, talk about and ask questions about Muslim beliefs and ways of living Talk about what they think is good for Muslims about prayer, respect, 	Creation, Creator, God, Christians, Bible, Genesis, grace, Divas, Festival of Light, Hindus, Rama, Sita, Ravana, Good/ Evil, Christmas, Mary, Joseph, Bethlehem, Nazareth, angels, Angel Gabriel, shepherds, inn, stable manager, donkey, 'Allah', Arabic.

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	<p>important for Christians</p> <p>Unit 1.6</p> <ul style="list-style-type: none"> Recognise the words of the <i>Shahadah</i> and that it is very important for Muslims Identify some of the key Muslim beliefs about God found in the <i>Shahadah</i> and the 99 names of Allah, and give a simple description of what some of them mean Give examples of how stories about the Prophet show what Muslims believe about Muhammad <p>Unit 1.5</p> <ul style="list-style-type: none"> Recognise that Incarnation and Salvation are part of a 'big story' of the Bible Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people) <p>Unit 1.8</p> <p>Recognise that there are special places where people go to worship, and talk about what people do there</p> <ul style="list-style-type: none"> Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship <p>Unit 1.10</p> <ul style="list-style-type: none"> Recognise that loving others is important in lots of communities Say simply what Jesus and one other religious leader taught about loving other people 	<p>Ramadan)</p> <ul style="list-style-type: none"> Give examples of how Muslims put their beliefs about prayer into action <p>Unit 1.5</p> <ul style="list-style-type: none"> Give an example of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter <p>Unit 1.8</p> <ul style="list-style-type: none"> Give examples of stories, objects, symbols and actions used in churches and mosques which show what people believe Give simple examples of how people worship at a church, mosque or synagogue Talk about why some people like to belong to a sacred building or a community <p>Unit 1.10</p> <ul style="list-style-type: none"> Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious) 	<p>celebration and self-control, giving a good reason for their ideas</p> <ul style="list-style-type: none"> Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too. <p>Unit 1.8</p> <ul style="list-style-type: none"> Think, talk and ask good questions about what happens in a church or mosque, saying what they think about these questions, giving good reasons for their ideas Talk about what makes some places special to people, and what the difference is between religious and non-religious special places. <p>Unit 1.10</p> <ul style="list-style-type: none"> Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas. 	<p>Muhammad, prophet, messenger, Qur'an, Shahadah, PBUH-Peace be upon him, Christians, Holy Week, Jerusalem, disciples, new life, heaven, holy, worship church, altar, cross, crucifix, font, lectern, mosque/masjid, wudu, prayer mat, prayer beads, respect</p> <p>belonging, baptise, rosary, Aqiqah, wedding, vows, community</p>

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Year 1 GDS	<ul style="list-style-type: none"> Retell the story of creation from Genesis 1:1–2:3 in more detail Identify 3 or more of the key Muslim beliefs about God found in the <i>Shahadah</i> and the 99 names of Allah, and give a simple description of what some of them mean Explain that Incarnation and Salvation are part of a 'big story' of the Bible 	<ul style="list-style-type: none"> Give 3 or more examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) Identify at 3 or more ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious) 	<ul style="list-style-type: none"> Talk in detail about what makes some places special to people, and what the difference is between religious and non-religious special places. 	Adhan, salah, betrayal, Mary Magdalene, salvation, minbar, mihrab, muezzin, Ka'aba, sacred, calligraphy,
Year 2	<p>Unit 1.1</p> <ul style="list-style-type: none"> Identify what a parable is 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 Give clear, simple accounts of what the story means to Christians <p>Unit 1.3</p> <ul style="list-style-type: none"> Recognise that stories of Jesus' life come from the Gospels (Matthew) <p>Unit 1.7</p> <ul style="list-style-type: none"> Recognise the words of the Shema as a Jewish prayer Retell simply some stories used in Jewish celebrations (e.g. Chanukah) Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like <p>Unit 1.4</p> <ul style="list-style-type: none"> Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news' Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to 	<p>Unit 1.1</p> <ul style="list-style-type: none"> Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others) Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God) <p>Unit 1.3</p> <ul style="list-style-type: none"> Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas <p>Unit 1.7</p> <ul style="list-style-type: none"> Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) Make links between Jewish ideas of God found in the stories and how people live Give an example of how some Jewish people might remember God in different ways (e.g. <i>mezuzah</i>, on Shabbat) <p>Unit 1.5</p>	<p>Unit 1.1</p> <ul style="list-style-type: none"> Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas Give a reason for the ideas they have and the connections they make. <p>Unit 1.3</p> <ul style="list-style-type: none"> Think, talk and ask questions about Christmas for people who are Christians and for people who are not Decide what they personally have to be thankful for, giving a reason for their ideas. <p>Unit 1.7</p> <p>Make connections:</p> <ul style="list-style-type: none"> Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too. <p>Unit 1.5</p> <ul style="list-style-type: none"> Think, talk and ask questions about whether the story of Easter only has 	<p>Bible, parable, forgiveness, God, Christian/Christianity, worship, prayer, belief Incarnation, Nativity, Gospel, Luke, Matthew, wise men, vicar/priest, holy, advent, traditions, wreath, carols</p> <p>Judaism, Synagogue, Star of David, Mezuzah, Torah, menorah, challah bread, Rabbi, Kippah, Shabbat, Torah, Hebrew, blessings, Sabbath, Sukkot, Chanukah, reflection, thanksgiving, praise, salvation, Easter, tomb, crucifixion, Jerusalem, Palm Sunday, Good Friday, New Testament, Jesus, Gospel, good news,</p>

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	<p>Christians</p> <ul style="list-style-type: none"> Recognise that Jesus gives instructions to people about how to behave <p>Unit 1.9</p> <ul style="list-style-type: none"> Identify a story or text that says something about each person being unique and valuable Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world 	<ul style="list-style-type: none"> Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter <p>Unit 1.4</p> <ul style="list-style-type: none"> Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession) <p>Unit 1.9</p> <ul style="list-style-type: none"> 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 Give examples of how Christians and Jews can show care for the natural earth 	<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>Unit 1.4</p> <ul style="list-style-type: none"> 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 a good reason for their ideas. <p>Unit 1.9</p> <ul style="list-style-type: none"> Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world. 	<p>forgiveness, followers, peace, belief, church prayer, creation unique, friendship, Mother Teresa, charity, Golden Rule,</p>
Year 2 GDS	<ul style="list-style-type: none"> Give a detailed account of a parable and what the story means to Christians Retell in more detail some stories used in Jewish celebrations 	<ul style="list-style-type: none"> Give two or more examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) Give two or more examples of how people show that they care for others (e.g. by giving to charity) , making a link to one of the stories 	<ul style="list-style-type: none"> Think and question in detail about whether the story of Easter only has 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. Give detailed reasons why everyone (religious and non-religious) should care for others and look after the natural world. 	<p>Tallit, Shema, Tenakh, Kiddush cup, Havdalah candle, Zakah, tzedaka, tikkum, olam Tu B'shevat, confession,</p>
Year 3	<p>Unit L2.1</p> <ul style="list-style-type: none"> Place the concepts of God and Creation on a timeline of the Bible's 'big story' Make clear links between Genesis 1 and 	<p>Unit L2.1</p> <ul style="list-style-type: none"> Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's 	<p>Unit L2.1</p> <ul style="list-style-type: none"> Ask questions and suggest answers about what might be important in the Creation story for Christians and for 	<p>Creation, Genesis, Garden of Eden, Adam, Eve, Serpent, the Fall, sin, Harvest, charity,</p>

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	<p>what Christians believe about God and Creation</p> <ul style="list-style-type: none"> Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world <p>Unit L2.3</p> <ul style="list-style-type: none"> Recognise what a 'Gospel' is and give an example of the kinds of stories it contains Offer suggestions about what texts about baptism and Trinity mean Give examples of what these texts mean to some Christians today <p>Christmas Learning Objective</p> <ul style="list-style-type: none"> Identify the significance of angels in the Christmas Story. <p>Unit L2.9a</p> <ul style="list-style-type: none"> Identify the founder of Sikhism Identify the terms Khalsa and some of the 5Ks and say what they mean Identify the terms Guru and Guru Granth Sahib and explain what they mean Make clear links between the story of Vaisakhi and why Sikhs celebrate <p>Unit L2.5</p> <ul style="list-style-type: none"> Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live Offer informed suggestions about what the events of Holy Week mean to Christians <p>Unit L2.6</p> <ul style="list-style-type: none"> Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth 	<p>creation is; care for the Earth – some specific ways)</p> <ul style="list-style-type: none"> Describe how and why Christians might pray to God, say sorry and ask for forgiveness <p>Unit L2.3</p> <ul style="list-style-type: none"> Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live <p>Unit L2.9a</p> <ul style="list-style-type: none"> Describe how Sikhs show their faith within their families in Britain today Describe how Sikhs show their faith within their faith communities in Britain today. <p>Unit L2.5</p> <ul style="list-style-type: none"> Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities <p>Unit L2.6</p> <ul style="list-style-type: none"> Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now Describe how Christians show their beliefs about the Holy Spirit in worship <p>Unit L2.11</p> <ul style="list-style-type: none"> Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. 	<p>nonChristians living today.</p> <p>Unit L2.3</p> <ul style="list-style-type: none"> 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>Unit L2.9a</p> <ul style="list-style-type: none"> Raise questions and suggest answers about what is good about being a Sikh 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 answers. <p>Unit L2.6</p> <ul style="list-style-type: none"> 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>Unit L2.11</p> <ul style="list-style-type: none"> Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones Make links between ideas of love, commitment and promises in religious and non-religious ceremonies Give good reasons why they think ceremonies of commitment are or are not valuable today. 	<p>Baptised, John the Baptist, Gospel, dove, River Jordan, Christening, Angels, light, Mary, Joseph, Sikhs, Sikhism, Guru Nanak, equality, Guru Gobind Singh, Turban, Khalsa, 5 Ks, Kirpan, Kesh, Guru, Guru Granth Sahib, Gurdwara, Langar (free food) Vaisakhi, Anandpur Sahib, Bangra, Salvation, crucified, Easter, Good Friday, Palm Sunday, Easter Monday, sin, Pentecost, Holy Trinity, Holy Spirit, Baptism, milestone, ceremony, symbol, ritual, baptism, Jews, bar / bat mitzvah, Amrit Sanskar,</p>

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	<ul style="list-style-type: none"> Offer informed suggestions about what the events of Pentecost in Acts 2 might mean Give examples of what Pentecost means to some Christians now <p>Unit L2.11</p> <ul style="list-style-type: none"> Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today 	<p>through celebrating forgiveness, salvation and freedom at festivals)</p> <ul style="list-style-type: none"> Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism) 		
Year 3 GDS	<ul style="list-style-type: none"> Recognise what a 'Gospel' is and give more than one example of the kinds of stories it contains Identify the terms Khalsa and the 5Ks and say what they all mean 	<ul style="list-style-type: none"> Describe in detail what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways) Make detailed explanations between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now 	<ul style="list-style-type: none"> Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions. 	Holy Trinity, equality, Amrit, Kachera, Kara, Kanga, , Chauri, platform, canopy, Darbar Sahib (main hall), Humanists
Year 4	<p>Unit L2.7</p> <ul style="list-style-type: none"> Identify some Hindu deities and say how they help Hindus describe God Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God Offer informed suggestions about what Hindu <i>murtis</i> express about God <p>Unit L2.8</p> <ul style="list-style-type: none"> Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean 	<p>Unit L2.7</p> <ul style="list-style-type: none"> Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a home shrine; celebrating Diwali) Identify some different ways in which Hindus worship <p>Unit L2.8</p> <ul style="list-style-type: none"> Describe how Hindus show their faith within their families in Britain today (e.g. home <i>puja</i>) 	<p>Unit L2.7</p> <ul style="list-style-type: none"> Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas. <p>Unit L2.8</p> <ul style="list-style-type: none"> Raise questions and suggest answers 	Aum, Brahman, swastika, lotus flower, deity /deities, trimurti, murtis, Brahma, Vishnu, Shiva, puja tray, incense, Harvest, crops, Harvest moon Diwali, Rama, Sita, Ravana, Dharma, Wisemen / Kings, Luke, Matthew

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	<ul style="list-style-type: none"> Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (<i>dharma</i>) <p>Christmas Objective</p> <ul style="list-style-type: none"> identify the parts of the 'big story' of the Bible that teach Christians about Jesus' birth <p>Unit L2.2</p> <ul style="list-style-type: none"> Make clear links between the story of Noah and the idea of covenant <p>Unit L2.5</p> <ul style="list-style-type: none"> Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live Give examples of what Christians say about the importance of the events of Holy Week <p>Unit L2.4</p> <ul style="list-style-type: none"> Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people' Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian <p>Unit L2.12</p> <ul style="list-style-type: none"> Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin) Make links between religious beliefs and teachings and why people try to live and make the world a better place 	<ul style="list-style-type: none"> Describe how Hindus show their faith within their faith communities in Britain today (e.g. <i>arti</i> and <i>bhajans</i> at the <i>mandir</i>; in festivals such as Diwali) Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India) <p>Unit L2.2</p> <ul style="list-style-type: none"> Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony <p>Unit L2.5</p> <ul style="list-style-type: none"> Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities Describe how Christians show their beliefs about Jesus in worship in different ways <p>Unit L2.4</p> <ul style="list-style-type: none"> Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways <p>Unit L2.12</p> <ul style="list-style-type: none"> Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. <i>tikkun olam</i> and the charity Tzedek) Describe some examples of how people try to live (e.g. individuals and organisations) Identify some differences in how people put their beliefs into action 	<p>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, giving good reasons for their ideas.</p> <p>Harvest Objective</p> <ul style="list-style-type: none"> Ask questions and suggest answers about the importance of the celebration of Harvest <p>Unit L2.2</p> <ul style="list-style-type: none"> Make links between the story of Noah and how we live in school and the wider world. <p>Unit L2.5</p> <ul style="list-style-type: none"> Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions. <p>Unit L2.4</p> <ul style="list-style-type: none"> 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>Unit L2.12</p> <ul style="list-style-type: none"> 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 Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views. 	<p>Noah, Bible, Old Testament, New Testament, pact, promise, wedding vows, Holy week, Palm Sunday, Good Friday, Easter, Jesus disciples, palm leaves, Jerusalem, Judas, betrayed, crucified tomb, A 'fisher of people' - someone who is sent out beyond the confines of the Church in order to get people to believe what we believe. biography, parable, Samaritan, Gospel, leper Christian Aid, poverty, injustice, campaign, unfairness, inequality fundraising,</p>

Year	Make sense of belief:	Understand the impact:	Make connections:	Vocabulary
Year 4 GDS	<ul style="list-style-type: none"> Identify 3 or more Hindu deities and say how they help Hindus describe God Give detailed examples of what Christians say about the importance of the events of Holy Week 	<ul style="list-style-type: none"> Make detailed links between promises in the story of Noah and promises that Christians make at a wedding ceremony Give 3 or more examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways 	<ul style="list-style-type: none"> Raise thoughtful questions and provide detailed answers about why the world is not always a good place, and what are the best ways of making it better 	aarti, Bhagavad Gita, 'Sanatana Dharma' - Eternal Way, covenant, Golgotha, Garden of Gethsemane,
Year 5	<p>Unit U2.8</p> <ul style="list-style-type: none"> Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. <i>Tawhid</i>; Muhammad as the Messenger, Qur'an as the message) Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; <i>Hajj</i> practices follow example of the Prophet) <p>Unit U2.3</p> <ul style="list-style-type: none"> Begin to explain the place of Incarnation and Messiah within the 'big story' of the Bible Identify Gospel and prophecy texts, using technical terms Explain connections between biblical texts, Incarnation and Messiah, using theological terms <p>Unit U2.1</p> <ul style="list-style-type: none"> Identify some different types of biblical texts, using technical terms accurately Explain connections between biblical texts and Christian ideas of God, using theological terms <p>Unit U2.5</p> <ul style="list-style-type: none"> Outline the 'big story' of the Bible, 	<p>Unit U2.8</p> <ul style="list-style-type: none"> Make clear connections between Muslim beliefs and <i>ibadah</i> (e.g. Five Pillars, festivals, mosques, art) Give evidence and examples to show how Muslims put their beliefs into practice in different ways <p>Unit U2.3</p> <ul style="list-style-type: none"> Begin to consider the idea that Jesus is the Messiah makes sense in the wider story of the Bible <p>Unit U2.1</p> <ul style="list-style-type: none"> Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed Show how Christians put their beliefs into practice in worship <p>Unit U2.4</p> <ul style="list-style-type: none"> Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives <p>Unit U2.12</p> <ul style="list-style-type: none"> Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) 	<p>Unit U2.8</p> <ul style="list-style-type: none"> Make connections between Muslim beliefs studied and Muslim ways of living in Britain/ Leicestershire today 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 Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views <p>Harvest objective</p> <ul style="list-style-type: none"> Raise thoughtful questions and suggest answers about the importance of Harvest celebrations in Church <p>Unit U2.1</p> <ul style="list-style-type: none"> 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>Unit U2.4</p> <ul style="list-style-type: none"> Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the 	<p>Tawhid, Iman, Ibadah, Eid-ul-Adha, Shahadah, salat, Hajj, Qu'ran, Eid-Ul-Fitr, Ramandan, Mehndi, Ibadah, Mosque, Mecca, Five Pillars, Holy, Allah, Islam, Muslim, Harvest, farming, produce, grateful, thankful, Incarnation, Trinity, the Fall, People of God, saviour, Messiah, Jews, Jewish prophets, Old Testament, Biblical, prayer, loving, holiness, respect, Catholic, Crucifix, dove, Jesus, Unified cathedral, responsibility, Sacrifice, Gospel, commandments Wise and Foolish Builders, Sermon on the Mount, 'good news', praise, confession, justice, peace, Job, samsara,</p>

Year	Make sense of belief:	Understand the impact:	Make connections:	Vocabulary
	<p>explaining how Incarnation and Salvation fit within it</p> <ul style="list-style-type: none"> Explain what Christians mean when they say that Jesus' death was a sacrifice <p>Unit U2.4</p> <ul style="list-style-type: none"> Identify features of Gospel texts (for example, teachings, parable, narrative) Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts <p>Unit U2.12</p> <ul style="list-style-type: none"> Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences 	<ul style="list-style-type: none"> Give examples of ways in which beliefs about resurrection/ judgement/heaven/karma/reincarnation make a difference to how someone lives 	<p>world today, including their own lives</p> <ul style="list-style-type: none"> Articulate their own responses to the issues studied, recognising different points of view. <p>Unit U2.12</p> <ul style="list-style-type: none"> Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own. 	Akhirah, liturgies, meditation, Humanism, afterlife
Year 5 GDS	<ul style="list-style-type: none"> Explain the place of Incarnation and Messiah within the 'big story' of the Bible 	<ul style="list-style-type: none"> Give 3 or more examples to show how Muslims put their beliefs into practice in different ways Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible Give detailed examples of ways in which beliefs about resurrection/ judgement/heaven/karma/reincarnation make a difference to how someone lives 	<ul style="list-style-type: none"> Make detailed connections between Muslim beliefs studied and Muslim ways of living in Britain/ Leicestershire today Make detailed connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives 	Sawm, Zakah, Arabic, surah, Sunni/Shi'a/Sufi, Oneness, Orthodox, Protestant, karma, atman,
Year 6	<p>Unit U2.6a</p> <ul style="list-style-type: none"> Identify and explain Buddhist beliefs, e.g. <i>Prince Siddhartha, Buddha,</i> 	<p>Unit U2.6a</p> <ul style="list-style-type: none"> Make clear connections between Buddhist beliefs about <i>middle path</i> and 	<p>Unit U2.6a</p> <ul style="list-style-type: none"> Make connections between Buddhist beliefs studied (e.g. <i>middle path,</i> 	Buddhist, Buddhism, meditation, Prince Siddhartha Gautama,

Year	Make sense of belief:	Understand the impact:	Make connections:	Vocabulary
	<p><i>Eightfold path, middle path, enlightenment</i></p> <ul style="list-style-type: none"> Describe the story of the life of Buddha <p>Unit U2.3</p> <ul style="list-style-type: none"> Explain the place of Incarnation and Messiah within the 'big story' of the Bible <p>Unit U2.2</p> <ul style="list-style-type: none"> Identify what type of text some Christians say Genesis 1 is, and its purpose Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations <p>Unit U2.6</p> <ul style="list-style-type: none"> Explain connections between biblical texts and the concept of the kingdom of God Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations <p>Unit U2.10</p> <ul style="list-style-type: none"> Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) 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', and Humanists saying people can be 'good without God') 	<p>ways in which Buddhists live</p> <ul style="list-style-type: none"> Give evidence and examples to show how Buddhists put their beliefs into practice in different ways <p>Unit U2.3</p> <ul style="list-style-type: none"> Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible <p>Unit U2.2</p> <ul style="list-style-type: none"> Make clear connections between Genesis 1 and Christian belief about God as Creator Show understanding of why many Christians find science and faith go together <p>Unit U2.5</p> <ul style="list-style-type: none"> Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper Show how Christians put their beliefs into practice in different ways <p>Unit U2.6</p> <ul style="list-style-type: none"> Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice Show how Christians put their beliefs into practice in different ways <p>Unit U2.10</p> <ul style="list-style-type: none"> Make clear connections between Christian and Humanist ideas about being good and how people live Suggest reasons why it might be 	<p><i>meditation, Wesak</i>), and explain how and why they are important to Buddhists</p> <ul style="list-style-type: none"> Reflect on and articulate what impact belief in the eightfold path might have on individuals and the world, recognising different points of view. <p>Harvest Objective</p> <ul style="list-style-type: none"> Articulate their own responses to the importance of Harvest. <p>Unit U2.3</p> <ul style="list-style-type: none"> Weigh up 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. <p>Unit U2.2</p> <ul style="list-style-type: none"> Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views. <p>Unit U2.5</p> <ul style="list-style-type: none"> Weigh up the value and impact of ideas of sacrifice in their own lives and the world today Articulate their own responses to the idea of sacrifice, recognising different points of view. <p>Unit U2.6</p> <ul style="list-style-type: none"> Relate the Christian 'kingdom of God' model (i.e. loving others, serving the 	<p>India, monk, Buddha, Bodhi tree, enlightenment, Four noble truths, Eightfold path, truth property, morality, shrine, Dalai Lama, compassion, rupa, enlightened mala, mandala, meditate, temple, chanting, scriptures, Incense, sermons, Buddharupa, shrine, altar, monk, nun, mantra, Wesak, Messiah, Saviour, sin, the Fall, translation, Genesis, creation, Universe, Big Bang, evolution, conflict, complementary, faith, salvation, symbolism, communion, sacrifice, ceremony, martyr, charity, Nobel peace prize, temptation, Old Testament, humanity, humanist, creator, existence</p>

Year	Make sense of belief:	Understand the impact:	Make connections:	Vocabulary
		helpful to follow a moral code and why it might be difficult, offering different points of view	<p>needy) to issues, problems and opportunities in the world today</p> <ul style="list-style-type: none"> Articulate their own responses to the idea of the importance of love and service in the world today. <p>Unit U2.11</p> <ul style="list-style-type: none"> Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not Make connections between belief and behaviour in their own lives, in the light of their learning. 	
Year 6 GDS	<ul style="list-style-type: none"> Identify and explain in detail Buddhist beliefs, e.g. <i>Prince Siddhartha</i>, <i>Buddha</i>, <i>Eightfold path</i>, <i>middle path</i>, <i>enlightenment</i> Taking account of the context, suggest what Genesis 1 might mean, and compare their detailed ideas with ways in which Christians interpret it, showing great awareness of different interpretations 	<ul style="list-style-type: none"> Make detailed connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper 	<ul style="list-style-type: none"> Reflect on and articulate clearly ways in which believing in God is valuable in the lives of believers, and ways it can be challenging 	<p>vihara, Three Refuges, Bhikkhus, sutra, cosmology, standard model, reconcile, atheist, agnostic, theist,</p>