

RE - Progression Mapping: KS1



Year 1 :

Unit	Link to Derby Agreed Syllabus	Working towards expectations	Meeting expectations	Exceeding expectations
<p>Belonging</p> <p>What does it mean to belong to a family? Who am I? What does it mean to belong to the Christian community? What does it mean to belong to the Jewish community? What does it mean to belong to the Muslim community? What does it mean to belong to the Hindu community?</p>	<p>1.1 Who is a Christian and what do they believe? 1.2 Who is a Muslim and what do they believe? 1.3 Who is Jewish and what do they believe? 1.7 What does it mean to belong to a faith community?</p>	<p>I can talk about what it means to belong to a family. I can talk about what it means to belong to my class. I can name the Christian place of worship. I can name the Jewish place of worship. I can name the Muslim place of worship. I can recall and name religious objects from 2 different religions.</p>	<p>I can talk about different types of family. I can talk about my likes and dislikes. I can identify some important Christian symbols and practices. I can identify some important Jewish symbols and practices. I can identify some important Muslim symbols and practices. I can talk about how symbols are used in different religions.</p>	<p>I can begin to respect the feelings and experiences of others. I can talk about the people and things that are important to me. I can talk about some important Christian festivals and how they might link to a Christian's sense of belonging I can talk about some important Jewish festivals and how they might link to a Jewish person's sense of belonging. I can talk about the Islamic birth ceremony of Aqiqah and explain how a new baby is welcomed into the Muslim faith. I can think about symbols in my life and how they impact my sense of belonging.</p>
<p>Gifts and Giving</p> <p>What is Eid Al-Fitr? How is Eid Al-Firt celebrated? What is Christmas? How is Christmas celebrated?</p>	<p>1.6 How and why do we celebrate special and sacred times?</p>	<p>I can understand that many Christians give gifts at Christmas. I can understand that many Muslims give gifts at Eid Al-Fitr. I can understand that Eid Al-Fitr follows Ramadan. I can retell the Christmas story. I can name the first gifts which were given to Jesus and explain why they were important.</p>	<p>I can explain how it feels to give a gift. I can explain how it feels to receive a gift. I can suggest different types of gifts. I can explain why Christmas can be important to Christians. I can explain why Eid Al-Fitr can be important to Muslims. I can explain what Zakat Al-Fitr is.</p>	<p>I can explain why gifting gifts can be important to Christians at Christmas. I can explain why gifting gifts and Zakat Al-Fitr can be important to many Muslims at Eid Al-Fitr. I can understand that Christians believe Jesus is a gift from God.</p>

<p>Caring for others How can we look after each other? What is Raksha Bandhan? Who was the Good Samaritan? What is Langar?</p>	<p>1.8 How should we care for others and the world, and why does it matter?</p>	<p>I can suggest ways in which they can look after other people. I can suggest ways in which they can be kind to other people. I can listen to faith stories. I can understand that different religions have different ways of showing they care for other people.</p>	<p>I can explain why it is important to care for others. I can explain what would happen if people didn't care for one another. I can explain simple messages from faith stories. I can understand what a sacrifice is. I can name different ways different religions show they care for other people.</p>	<p>I can explain why people sometimes make sacrifices. I can explain how the actions of others can make other people feel. I can explore faith stories from different perspectives. I can explain how different religions show they care for other people.</p>
<p>Easter and Surprises What happened on Palm Sunday? What happened on Maundy Thursday? What happened on Good Friday? What is a surprise? What happened on Easter Sunday? How is Easter celebrated?</p>	<p>1.6 How and why do we celebrate special and sacred times?</p>	<p>I can understand that Easter is an important time for Christians. I can understand that Easter is when Christians think about Jesus's death. I can understand what a surprise is. I can share a surprise they have had.</p>	<p>I can understand that Easter Sunday follows Holy Week. I can explain why Easter is important to Christians. I can share a surprise they have had and how it made them feel. I can explain how Easter is celebrated.</p>	<p>I can explain the meaning of some of the more complex topic vocabulary e.g. resurrection. I can consider more abstract ideas related to the unit e.g. life after death. I can discuss these abstract ideas with others.</p>
<p>Friendship Who are my friends? How can I be a good Friend? How can disagreements be resolved? What makes a good friend? What are consequences? Who were the friends of Jesus?</p>	<p>1.8 How should we care for others and the world, and why does it matter?</p>	<p>I can understand and explain what friendship is. I can name some of their friends. I can understand ways in which they can be a good friend.</p>	<p>I can understand why it is important to have good friendships. I can retell some religious stories of friendship. I can explain how some of the characters from the stories were good friends.</p>	<p>I can explain how some of the characters put themselves before their friends. I can compare some of the characters from different religious stories of friendship. I can make links between religions.</p>

Places of Worship

What is a place of worship?
What is a Jewish synagogue like?
What is a Hindu Mandir like?
What is a Christian church like?
Why are places of worship important?

1.5 What makes some places special?

I can talk about a place that is special to me.
I can understand what worship is.
I can name some places of worship.
I know that a place of worship is a special place for religious believers.
I know at least one important thing that Jews believe.
I can name some important parts of, and objects in, a Jewish synagogue.
I know at least one important thing Hindus believe.
I can name some important parts of a Hindu mandir.
I can talk about examples of Hindu art.
I can create their own artwork inspired by Hindu art.
I know at least one important thing that Christians believe.
I can name some important parts of a Christian church.
I can place objects within a church plan and know that the shape of a church is like a cross.
I can begin to think about what happens in a church.
I can name some events that happen in places of worship.
I can talk about at least one way a place of worship might make a religious believer feel.
I can think about why a place of worship might be important to different people.
I can design a building and justify their design choices.
I can present my building design to an audience.

I can talk about a place that is special to me.
I can explain what worship is.
I can name and talk about some examples of places of worship.
I can discuss how a place of worship is a special place for religious believers.
I can talk about some important things that Jews believe.
I can name and talk about some important parts of, and objects in, a Jewish synagogue.
I can talk about some important things Hindus believe.
I can name and talk about some important parts of a Hindu mandir.
I can talk about examples of Hindu art; create their own artwork inspired by Hindu art.
I can talk about some important things that Christians believe.
I can name and talk about some important parts of a Christian church.
I can place objects within a church plan accurately and know that the shape of a church is important.
I can begin to think about what happens in a church.
I can name and talk about some events that happen in places of worship.
I can talk about some of the ways a place of worship might make a religious believer feel.
I think about why a place of worship might be important to different people.
I can design a building and justify my design choices.
I can present my building design to

I can talk about a place that is special to them.
I can explain in greater detail what worship is.
I can name and discuss examples of places of worship.
I can discuss how and why a place of worship is a special place for religious believers.
I can discuss key things that Jews believe.
I can name and describe the important parts of, and objects in, a Jewish synagogue.
I can discuss key things Hindus believe.
I can name and describe the important parts of a Hindu mandir.
I can discuss examples of Hindu art.
I can create artwork inspired by Hindu art.
I can discuss key Christian beliefs
I can name and describe the important parts of a Christian church
I can place objects within a church plan accurately and know why and how the shape of a church is important.
I can discuss what happens in a church.
I can name and describe some events that happen in places of worship.
I can discuss different ways a place of worship might make a religious believer feel.
I can think about why and how a place of worship might be important to different people.
I can design a building and justify my design choices with reference to

			an audience and use key words to describe it.	parts of places of worship they have learnt about. I can present my building design to an audience and use key words to explain it.
<p>Religion and rituals</p> <p>What is a ritual? What is Salat and why is it important to Muslims? What happens during Puja? What is Holy Communion?</p>	<p>1.1 Who is a Christian and what do they believe? 1.2 Who is a Muslim and what do they believe? 1.3 Who is Jewish and what do they believe?</p>	<p>I can identify how a ritual is different from a routine. I know that many Muslims pray five times a day and that they move in a special way when praying. I can design a prayer mat, understanding that their design should not include drawings of people or animals. I know that puja is a worship ritual for Hindus. I can give some examples of how the senses are used during the ritual of puja. I can talk about what the bread and wine represent during Holy Communion. I can choose key vocabulary to write about Holy Communion. I can compare rituals from more than one religion. I can work with the support of others to design a ritual.</p>	<p>I can explain what a ritual is and give some examples of rituals. I can identify how a ritual is different from a routine by discussing key features. I can explain that Salat is one of the Pillars of Islam and know that many Muslims pray five times a day. I can design a prayer mat, understanding that their design should not include drawings of people or animals. I can give many examples of how the senses are used during the ritual of puja. I can explain how when Hindus perform the worship ritual of puja, they might act as if they are welcoming God like a special visitor. I can explain how the Holy Communion ritual is a re-enactment of the Last Supper and understand what the bread and wine symbolize. I can use key vocabulary to write about Holy Communion. I can compare and contrast rituals from more than one religion. I can work with others to design a ritual</p>	<p>I can give a clear explanation of what a ritual is. I can identify how a ritual is different from a routine by discussing key features. I can explain that Salat is one of the Pillars of Islam and to know that this encourages Muslims to pray five times a day. I can design a prayer mat, understanding that my design should not include drawings of people or animals and to be able to talk about how Muslims pray. I can give a detailed description of what happens during the Hindu worship ritual of puja. I can give many examples of how the senses are used during the ritual of puja and explain why Hindus might use their senses when worshipping. I can explain how Holy Communion is a re-enactment of the Last Supper and explain why many Christians find it important to eat bread and drink wine during the Holy Communion ritual. I can write about Holy Communion in greater detail, using key vocabulary. I can compare and contrast rituals from more than one religion, discussing similarities and differences. I can take a leading role in working</p>

				with others to design a ritual.
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Year 2

Unit	Link to Derby Agreed Syllabus	Working towards expectations	Meeting expectations	Exceeding expectations
Christianity Why is God important to Christians? What do Christians believe God is like? Is God forgiving? What do we know about Jesus? What did Jesus teach? How do Christians live today?	1.1 Who is Christian and what do they believe? 1.4 What can we learn from sacred books?	I can explain what Christians mean by 'God'. I can talk about one or more characteristics of the Christian God. I can retell the story of Adam and Eve. I can talk about some of the ways that Christians describe Jesus. I know that Jesus' teaching was recorded in the Four Gospels. I know how a Christian might use the Bible in their everyday life	I can explain how Christians communicate with God. I can describe how Christians might think of God in different ways. I can explain what forgiveness means to Christians. I can recall some of the events in the life of Jesus. I can recall some of the parables of Jesus and suggest what they might mean. I can explain how a Christian might show their faith.	I can talk about the relationship that a Christian forms with God. I can explain the meaning of the Holy Trinity. I can explain why Jesus is important in Christianity. I can make links between what Jesus taught and what Christians believe and do. I can give examples of how a Christian might put their faith into action
Beginnings and Endings How are beginnings and endings marked in different ways? What is Vaisakhi? What is Naam Karan? What happens during a baptism? How is Easter linked to new life?	1.6 How and why do we celebrate special and scared times?	I can recognise key words associated with beginnings and endings. I can talk about why and how people celebrate a beginning or an ending. I can talk about a beginning or ending they have celebrated. I can begin to think about how endings can also be beginnings, and vice versa. I can understand and recall some key facts about Sikhism. I can talk about at least one way Sikhs celebrate Vaisakhi. I can name and briefly describe at least one of the Panj Pyare. I can talk about their own experiences of welcoming or naming a new baby.	I can discuss key words associated with beginnings and endings. I can talk about why and how people celebrate a beginning or an ending. I can talk about, with some detail, a beginning or ending they have celebrated. I can think about how endings can also be beginnings, and vice versa. I can understand and recall key facts about Sikhism. I can talk about more than one way Sikhs celebrate Vaisakhi. I can name and describe at least one of the Panj Pyare.	I can discuss and use key words associated with beginnings and endings. I can talk about, with detail, why and how people celebrate a beginning or an ending. I can talk about, with detail, a beginning or ending they have celebrated. I can explain how endings can also be beginnings, and vice versa. I can understand and explain key facts about Sikhism. I can explain more than one way that Sikhs celebrate Vaisakhi. I can describe and compare two of

		<p>I can describe what happens at a Naam Karan ceremony.</p> <p>I can talk about the meanings of different names.</p> <p>I can identify the main events in the Bible story of Jesus' baptism.</p> <p>I can explain what happens at a baptism.</p> <p>I can identify and briefly explain the main events in the Christian story of Easter.</p> <p>I can choose colour and shape to create art that represents new life.</p> <p>I can plan a ceremony for a beginning or ending.</p>	<p>I can talk about, with some detail, their own experiences of welcoming or naming a new baby.</p> <p>I can describe what happens at a Naam Karan ceremony with detail.</p> <p>I can discuss the meanings of different names.</p> <p>I can identify and discuss the main events in the Bible story of Jesus' baptism.</p> <p>I can explain what happens at a baptism and what they symbolise in Christianity.</p> <p>I can identify and explain the main events in the Christian story of Easter.</p> <p>I can choose colour, shape and images to create art that represents new life.</p> <p>I can plan a ceremony for a beginning or ending.</p>	<p>the Panj Pyare.</p> <p>I can discuss their own experiences of welcoming or naming a new baby.</p> <p>I can explain what happens at a Naam Karan ceremony.</p> <p>I can discuss the meanings of different names and the importance of names in Sikhism.</p> <p>I can explain the main events in the Bible story of Jesus' baptism.</p> <p>I can explain what happens at a baptism and what they symbolise in Christianity.</p> <p>I can explain the main events in the Christian story of Easter.</p> <p>I can discuss and use the key vocabulary of 'resurrection' and 'new life' when talking about the Christian story of Easter.</p> <p>I can choose colour, shape and images to create art that represents new life, explaining their choices.</p> <p>I can use what I have learnt to plan a ceremony for a beginning or ending.</p>
<p>Nature and God</p> <p>What is the Christian creation story?</p> <p>Why is the Christian creation story important to Christians?</p> <p>What is harvest and why is it important?</p> <p>What is Sukkot?</p> <p>What is the meaning of the story 'Prince Siddhartha and the Swan'?</p>	<p>1.6 How and why do we celebrate special and sacred times?</p> <p>1.8 How should we care for others and the world, and why does it matter?</p>	<p>I can understand that some Christians believe God created the world and everything in it.</p> <p>I can understand that some Jews celebrate Sukkot.</p> <p>I can understand that the story of 'Prince Siddhartha and the Swan' can teach people to care for animals.</p> <p>I can understand that the story 'The Boy who Threw Stones at Trees' can teach people to care for trees</p>	<p>I can explain how some Christians believe God created the world and everything in it.</p> <p>I can explain why Sukkot can be important to some Jews.</p> <p>I can explain why it is important to look after animals.</p> <p>I can explain why it is important to protect nature.</p>	<p>I can explain how the messages from the religious stories can help them in their everyday lives.</p> <p>I can make links between religions.</p>

<p>What is the meaning in the story of ‘The boy who threw stones at trees’?</p>				
<p>Places of Worship</p> <p>What makes a special place? What is it like to visit a Mosque? What is a Gurdwara like? What is a Buddhist Temple like? How are places of worship the same or different?</p>	<p>1.5 What makes some places special?</p>	<p>I can give an example of a place that is special to them. I can explain what a place of worship is and name some places of worship. I can name something that happens in places of worship. I know that a mosque is a place of worship for Muslims and name some things a visitor might see there. I know that visitors to a mosque should remove their shoes. I know that a gurdwara is a place of worship for Sikhs and name some things a visitor might see there. I know that visitors to a gurdwara should cover their heads and wash their hands when visiting a gurdwara. I know that some Buddhist temple designs are based on the five elements. I know that a Buddhist temple is a place of worship for Buddhists and name some things a visitor might see there. I can find some similarities between the places of worship I have studied. I can design and label their ideas for a special place for a community. I can work with the support of others to present their ideas for a special place to an audience.</p>	<p>I can talk about a place that is special to them and to effectively describe how they feel there and explain why the place is special to them. I can give a detailed explanation of what a place of worship is and name some places of worship. I can talk about some of the things that happen in a place of worship and reflect upon why they are important places. I know that a mosque is a place of worship for Muslims and describe the things a visitor might see in a mosque. I can explain how a visitor should behave when visiting a mosque. I know that a gurdwara is a place of worship for Sikhs, describe the things a visitor might see there and describe what happens in a Gurdwara. I can explain how a visitor should behave when visiting a gurdwara. I know which parts of a Buddhist temple can represent the five elements. I know that a Buddhist temple is a place of worship for Buddhists, describe some things a visitor might see there and know what happens in a Buddhist temple. I can discuss and explore the similarities and differences between</p>	<p>I can give a detailed account of why a particular place is special to them. I can give a detailed explanation of what a place of worship is and name many places of worship’. I can talk confidently about some of the things that happen in a place of worship and reflect upon why they are important places. I know that a mosque is a place of worship for Muslims, confidently describe the things a visitor might see in a mosque and describe what happens there. I can explain how a visitor should behave when visiting a mosque. I know that a gurdwara is a place of worship for Sikhs, confidently describe the things a visitor might see there and explain what happens in a gurdwara. I can explain how a visitor should behave when visiting a gurdwara. I know that a Buddhist temple is a place of worship for Buddhists, confidently describe some things a visitor might see there and explain what happens in a Buddhist temple. I can explain which parts of a Buddhist temple can represent the five elements. I can confidently discuss and explore a range of similarities and differences between the places of worship they have studied.</p>

			<p>the places of worship studied. I can design and label a special place for a community, drawing on learning about places of worship. I can work effectively with others to present ideas for a special place to an audience.</p>	<p>I can produce a detailed, labelled design for a special place for a community, explaining how I have drawn on learning about places of worship in the design. I can take a leading role in working with others to present ideas for a special place to an audience.</p>
<p>Ceremonies What is a ceremony? What happens during Aqiqah? What happens during a Bar/Bat Mitzvah? What happens during Dastar Bandi? What happens during a Hindu wedding?</p>	<p>1.6 How and why do we celebrate special and sacred times?</p>	<p>I can explain what a ceremony is and name some religious and non-religious ceremonies. I can talk about their experiences of attending ceremonies. I know that an Aqiqah is an important ceremony held for Muslim babies. I can explain what a Bar Mitzvah or Bat Mitzvah is. I can give an opinion on when a child should become responsible for their own actions. I know what happens at a Dastar Bandi ceremony. I can share my own experiences of attending a wedding and relate this to what they have learnt about Hindu weddings. I understand most of the vocabulary used to describe objects or rituals used at the ceremonies learnt about. I can work with support from others to plan and act out their own ceremony</p>	<p>I can give a detailed explanation of what a ceremony is and name and describe some religious and non-religious ceremonies. I can share my experiences and reflections on ceremonies I may have attended. I know what happens at an Aqiqah ceremony and reflect on the importance of giving in this important ceremony for Muslims. I can explain what it means to be a Bar Mitzvah or Bat Mitzvah and describe what happens at this Jewish ceremony. I can give an opinion on when a child should become responsible for their own actions, backing up any argument made with reasons. I can ask and answer questions about what happens at a Dastar Bandi ceremony, reflecting on the feelings a young Sikh might have after this ceremony. I can describe what happens at a Hindu wedding and reflect on the similarities and differences between a Hindu wedding and a wedding I may have attended. I can understand and use the vocabulary used to describe objects or rituals involved in the ceremonies they have learnt about. I can work with others to plan and</p>	<p>I can give a detailed explanation of what a ceremony is and name and describe some religious and non-religious ceremonies. I can share experiences and reflections on ceremonies attended. I know what happens at an Aqiqah ceremony and reflect on the importance of giving in this important ceremony for Muslims. I can explain what it means to be a Bar Mitzvah or Bat Mitzvah and describe what happens at this Jewish ceremony. I can give an opinion on when a child should become responsible for their own actions, backing up any argument made with reasons. I can ask and answer questions about what happens at a Dastar Bandi ceremony, reflecting on the feelings a young Sikh might have after this ceremony. I can describe what happens at a Hindu wedding and reflect on the similarities and differences between a Hindu wedding and a wedding I may have attended. I understand and use the vocabulary used to describe objects or rituals involved in the ceremonies learnt about. I work with others to plan and act</p>

			act out a ceremony, reflecting on how this ceremony contained features from other ceremonies learnt about.	out a ceremony, reflecting on how this ceremony contained features from other ceremonies learnt about.
Light and Dark What is Advent? Why are lights important at Christmas? Who were Rama and Sita and what happened to them? Why is light important at Divali? What is Hanukkah? Why is light important during Hanukkah?	1.6 How and why do we celebrate special and sacred times?	I understand that Advent is a countdown to Christmas. I understand that many Christians celebrate Christmas. I understand that many Hindus celebrate Diwali. I understand that many Jews celebrate Hanukkah. I understand that light can be an important part of all.	I can explain why light can be important to many Christians at Advent and Christmas. I can explain why light can be important to many Hindus at Diwali. I can explain why light can be important to many Jewish people at Hanukkah.	I can explain what light can represent for many Christians. I can explain what light can represent for many Hindus. I can explain what light can represent for many Jews. I can compare what light can symbolise in each religion. I can make links between religions.
Rules and Routines What rules and routines do we have at school? What are the 10 Commandments? What is Shabbat? What are the 5 Pillars of Islam? What are the 5 Ks in Sikhism? What decisions might Humanists make?	1.1 Who is a Christian and what do they believe? 1.2 Who is a Muslim and what do they believe? 1.3 Who is Jewish and what do they believe?	I understand why it is important to have rules. I understand that different religions have different rules and routines. I understand that it is important to respect everyone's ideas and beliefs.	I understand the difference between a rule and a routine. I can explain why Shabbat is important to Jews. I can explain why the Ten Commandments are important to Christians and Jews. I can explain why the Five Pillars of Islam are important to Muslims. I can explain why the 5Ks are important to Sikhs. I can explain how humanists make decisions.	I can explain the meaning of some more complex topic vocabulary e.g. shahada and kesh. I can consider more abstract ideas related to the unit, e.g. how the universe was created. I can discuss more abstract ideas with others.

RE - Progression Mapping: LKS2



Year 3

Unit	Link to Derby Agreed Syllabus	Working towards expectations	Meeting expectations	Exceeding expectations
<p>Good Friday</p> <p>What is the Easter Story? Why is The Last Supper important? How is prayer related to Good Friday? What does Maximilian Kolbe have to do with Easter or Jesus? Why is the cross and resurrection important to Christians? Why are Easter eggs given at Easter?</p>	<p>L2.3 Why is Jesus inspiring to some people? L2.5 Why are festivals important to religious communities?</p>	<p>I can sequence images of the Easter story. I can reflect on positive things they could do for a friend. I can write a prayer which says sorry. I can complete a fact sheet about Maximilian Kolbe. I can create a tissue paper cross to express both the sadness of the crucifixion of Jesus and the happiness of the resurrection. I can design an Easter egg which shows new life</p>	<p>I can match captions to images of the Easter story. I can explain why I have chosen the act I have for my friend. I can write three prayers which focus on sorry, please and thank you. I can fill in a fact sheet about Maximilian Kolbe and compare to the example set by Jesus. I can create a stained glass window cross to express both the sadness of the crucifixion of Jesus and the happiness of the resurrection. I can answer questions about their Easter egg design in relation to new life.</p>	<p>I can create my own captions to go with the sequenced Easter story. I can explain how the act I have chosen will benefit my friend's life. I can structure their own fact sheet about Maximilian Kolbe and draw comparisons to the example set by Jesus. I can answer questions about my Easter egg design in relation to new life and the examples set by Jesus.</p>

Islam

Who founded Islam and where?
What are the key beliefs held by Muslims?
What are the key features in a Muslim place of worship?
What special festivals do Muslims celebrate?
What is the Muslim Holy book?
What symbols are associated with Islam and what do they mean?

L2.1 What do different people believe about God?
L2.4 Why do people pray?
L2.5 Why are festivals important to religious communities?

I can create a map to show where Islam was founded.
I can explain who the key prophet was.
I can list the main Muslim beliefs.
I can create a documentary about Muslim festivals.
I can create a presentation about the Muslim holy book.
I can create a mobile using the Islam symbol.

I can create a jigsaw to show a map of where Islam was founded.
I can name some of the prophets as well as the key prophet in Islam.
I can list the main Muslim beliefs.
I can label key parts of a mosque.
I can use question prompts to create a documentary about Muslim festivals.
I can use keywords to create a presentation about the Muslim holy book.
I can design a new symbol for my own life.

I can explain who the key prophet was and how he founded Islam.
I can recreate a list of the main Muslim beliefs.
I can label and explain key parts of a mosque.
I can create a documentary about Muslim festivals.
I can create my own presentation about the Muslim holy book using a list of titles.
I can design a symbol for my own life and explain why I have designed it that way.

Judaism

Who founded Judaism and where?
What are the key beliefs held by Jews?
Which places are special to Jews?
What special festivals do Jews celebrate?
What is the Jewish Holy book and how is it used?
What symbols are associated with Judaism and what do they mean?

L2.1 What do different people believe about God?
L2.4 Why do people pray?
L2.5 Why are festivals important to religious communities?

I know that Abraham founded Judaism.
I understand that Jews believe there is only one god.
I understand that Jews live by ten key rules.
I can match the key objects of a synagogue to their picture.
I can name the key Jewish festivals.
I understand the holy book for Jews and recreate my own holy book.
I can name and explain the meanings of Jewish symbols.

I can explain how Abraham founded Judaism.
I can explain one of the Ten Commandments through illustrations.
I can label the key objects in a synagogue.
I can explain the relevance of each item on a Seder plate at Passover.
I know the Torah is written in Hebrew.
I can match definitions to Jewish symbols.

I can confidently explain the events of the covenant between God and Abraham.
I can relate the Ten Commandments to the modern world.
I can label and explain the key objects in a synagogue.
I can relate key items on a Seder plate to special personal items in a child's own life.
I can write in Hebrew on a Torah scroll.
I can draw Jewish symbols and explain their meaning.

<p>Sikhi</p> <p>Who founded Sikhism and where? What are the key beliefs held by Sikhs? What makes the Gurdwara a special place for Sikhs? What special festivals do Sikhs celebrate? What is the Sikh Holy book and how is it used? What symbols are associated with Sikhism and what do they mean?</p>		<p>I can name the founder of Sikhism and identify where Sikh's worship.</p> <p>I can retell one of the stories celebrated during a Sikh Festival and explain why the Guru Granth Sahib is considered to be the last Guru.</p>	<p>I can locate where Sikhism was founded and explain the main beliefs that Sikhs share.</p> <p>I can demonstrate an understanding of how different Gurus contributed to the Sikh faith.</p> <p>I can identify and name the main Sikh symbols.</p>	<p>I can explain how Sikhism was founded.</p> <p>I can name features of a Gurdwara independently.</p> <p>I can describe the main Sikh festivals and why they are celebrated.</p> <p>I can explain what the main Sikh symbols mean or represent.</p>
<p>The Nativity Story</p> <p>Where is Nazareth and who were Mary and Joseph? What was the journey to Bethlehem like? Where and why was Jesus born? How did the shepherds find out about the birth? Who were the Wise men and what did they do? Who was King Herod and what did he want to do?</p>	<p>L2.5 Why are festivals important to religious communities?</p>	<p>I can show where Nazareth is on a map.</p> <p>I can explain who Mary and Joseph were.</p> <p>I can answer simple questions based on Mary and Joseph's route from Nazareth to Bethlehem.</p> <p>I can recall the story about the shepherds.</p> <p>I can recall the story about the Wise Men.</p> <p>I can explain who King Herod wanted to find.</p>	<p>I can relate Mary and Joseph's journey to modern travel and route planning.</p> <p>I can explain in some detail the story of the shepherds.</p> <p>I can explain in some detail the story of the Wise Men.</p> <p>I can explain who King Herod wanted to find and where he might be found.</p>	<p>I can recall the angel appearing to Mary.</p> <p>I can create a play about Jesus' place of birth using a stable scene and puppets.</p> <p>I can give a detailed account of the Wise Men and the shepherds.</p> <p>I can explain who King Herod wanted to find and why King Herod wanted to find him.</p>

<p>Hinduism</p> <p>Who founded Hinduism and where? What are the key beliefs held by Hindus? Which places are special to Hindus? What special festivals do Hindus celebrate? What Holy books do Hindus have? What symbols are associated with Hinduism and what do they mean?</p>	<p>L2.1 What do different people believe about God? L2.4 Why do people pray? L2.5 Why are festivals important to religious communities? L2.8 What does it mean to be a Hindu today?</p>	<p>I can name the main Hindu deities and symbols. I can identify where Hindus worship. I can retell one of the stories celebrated during a special Hindu festival.</p>	<p>I can locate where Hinduism was founded. I can explain the main beliefs that Hindus share. I know that Hindus have more than one holy book. I can explain what the main Hindu symbols mean or represent.</p>	<p>I can explain how Hinduism was founded. I can distinguish the similarities and differences between worshipping at a Mandir and at home. I can name the main Hindu Festivals. I can start to demonstrate understanding of the different holy books.</p>
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Year 4

	Link to Derby Agreed Syllabus	Working towards expectations	Meeting expectations	Exceeding expectations
<p>Buddhism</p> <p>Who founded Buddhism and where? What are the key beliefs held by Buddhists? Which places are special to Buddhists? What special festivals do Buddhists celebrate and how? What Holy book do Buddhists have? What symbols are associated with Buddhism and what do they mean?</p>		<p>I can identify where India is on a map. I know that Siddhartha Gautama was the Buddha. I know that Buddhists believe life is a journey to Nirvana and is affected by our actions and behaviours. I can identify and paint how a Buddhist temple looks from the outside. I can make a Wesak lantern. I can use images and descriptions to explain the Tipitaka. I can recognise key Buddhist symbols from a fact sheet.</p>	<p>I can explain that Siddhartha Gautama founded Buddhism. I can design a board game which symbolises the Buddhist view of the journey to Nirvana. I can identify and show how Buddhists worship. I can explain how Wesak lanterns are used and draw other Wesak celebrations. I can use images and key words to explain the Tipitaka. I can match key Buddhist symbols to their definitions</p>	<p>I can explain how Siddhartha Gautama came to found Buddhism and the teachings that followed. I can explain how key actions and events would affect the Buddhist journey to Nirvana through a board game. I can write an explanation about how Buddhists worship within the temple. I can compare and contrast Wesak celebrations around the world. I can explain how the Tipitaka is used through explanations and images. I can create a matching game based on Buddhist symbols and their meanings.</p>

Christianity

Who founded Christianity and where?
What are the key beliefs held by Christians?
Which places are special to Christians?
What special festivals do Christians celebrate and how?
What is the Holy book of Christianity and how is it organised?
What symbols are associated with Christianity and what do they mean?

L2.1 What do different people believe about God?
L2.2 Why is the Bible so important for Christians?
L2.3 Why is Jesus inspiring to some people?
L2.4 Why do people pray?
L2.5 Why are festivals important to religious communities?
L2.7 What does it mean to be a Christian today?

I can represent Jesus in an image.
I can create a freeze frame of one of the ten commandments.
I can match a picture of a Christian special place to its name.
I can briefly explain what happened when Jesus was in the desert and how this is marked by Christians today.
I can locate Bible verses after being given the book name and chapter to find them in.
I can design a Christian symbol, paint this symbol on a stone and then complete basic information about the symbol and its meaning.

I can represent Jesus in an image considering what he means to me.
I can show my understanding by acting out one of the Ten Commandments in a role play.
I can write a paragraph about each of the Christian special places.
I can explain in more detail what happened when Jesus was in the desert and how this is marked by Christians today.
I can locate Bible verses after being given the book name and chapter to find them in.
I can design a Christian symbol, paint this symbol on a stone and then complete detailed information about the symbol and its meaning.

I can represent Jesus in an image considering what he means to me including his historical and geographical background.
I can explain in detail what happened when Jesus was in the desert and how this is marked by Christians today.

Food and Fasting

How do we think about food?
What religious rules are there relating to food?
Why do some people give up food?
Why do people believe in fasting?
How is food used for celebrations in religions?

I can give examples of how food is used in my own life.
I can talk about food used for different purposes, such as celebration or remembrance.
I can begin to discuss the role of food in different religions and communities.
I can identify food used for different reasons.
I can identify foods that would be kosher or not kosher.
I can explain what kosher means.
I can talk about why Jewish believers follow the laws of kosher.
I know that following food rules can be a spiritual act for a religious believer.
I can recall the laws of kosher.
I can talk about when I gave something up for a special reason (if appropriate).
I know what Lent is.
I understand what it means to 'abstain'

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I can identify food used for different reasons.
I can identify foods that would be kosher or not kosher.
I can explain what kosher means and how it applies to different foods.
I can discuss why Jewish believers follow the laws of kosher.
I understand how following food rules can be a spiritual act for a religious believer.
I can explain the laws of kosher to

I can give examples of how food is used in my own life.
I can explain how food is used for different purposes, such as celebration or remembrance.
I can discuss the role of food in different religions and communities.
I can identify and explain food used for different reasons.
I can identify foods that would be kosher or not kosher, giving reasons why.
I can explain what kosher means and how it applies to different foods.
I can explain and discuss the significance of the laws of kosher for Jewish believers.
I can explain how following food rules can be a spiritual act for a

from something.
I can explain what sacrifice is.
I can discuss at least one reason why religious believers might abstain from food.
I can share at least one key fact about Islam.
I know what Ramadan is and what Muslims do during it.
I can give at least one example of food eaten at an iftar meal.
I can discuss a least one reason why people fast.
I can share with others an example of a food that helps me celebrate.
I can explain at least one key fact about Diwali.
I can name at least one special food for Diwali.
I can talk about at least one reason why and how food is used for celebrations.
I can recall at least one key fact about the use of food in religions.
I can explain the meaning of abstaining and fasting.
I can give examples of how food is used in religions.
I can apply the features of religious food rules and uses to plan an event

others.
I can talk about when I gave something up for a special reason (if appropriate).
I know what Lent is and recall key facts about it.
I understand what it means to 'abstain' from something.
I can explain what sacrifice is.
I can discuss different reasons why religious believers might abstain from food.
I can recall key facts about Islam.
I can explain what Ramadan is and what Muslims do during it.
I can give examples of food eaten at an iftar meal.
I can discuss reasons why people fast.
I can share with others the foods that help me celebrate.
I can recall key facts about Diwali.
I can name special foods for Diwali.
I can talk about the reasons why and how food is used for celebrations.
I can recall key facts about the use of food in religions.
I can explain how food is used for meaning within religions.
I can explain the meaning of abstaining and fasting.
I can give examples of how food is used in religions.
I can apply the features of religious food rules and uses to plan an event.

religious believer.
I can explain the laws of kosher to others, giving examples.
I can discuss an example of when I gave something up for a special reason (if appropriate).
I know what Lent is and explain key facts about it.
I can explain what it means to 'abstain' from something.
I can explain what sacrifice is.
I can discuss different reasons why religious believers might abstain from food, with examples.
I can explain key facts about Islam.
I can explain what Ramadan is and what Muslims do during it, giving examples.
I can identify and explain examples of food eaten at an iftar meal.
I can explain reasons why people fast.
I can share with others the foods that help them celebrate, explaining the reasons why.
I can explain more than one key fact about Diwali.
I can name and describe special foods for Diwali.
I can explain the reasons why and how food is used for celebrations.
I can explain key facts about the use of food in religions.
I can explain how food is used for meaning within religions, with examples.
I can explain the meaning of abstaining and fasting.
I can identify and explain examples of how food is used in religions.
I can apply the features of religious food rules and uses to plan an

				event.
<p>People of Faith</p> <p>Who is Malala Yousafzai and what did she do? Who is the Dalai Lama? What beliefs does Rabbi Jonathan Sacks have? How did Fauja Singh's faith help him? What is inspiration? How do my beliefs impact on my life?</p>		<p>I can identify what beliefs are and name some of my own. I can link my own beliefs to my and other people's actions. I can identify challenges that others have faced.</p>	<p>I can examine what a challenge is and how these can be overcome; I can identify meaning from quotes and restate these in my own words.</p>	<p>I can explain the impact of beliefs on my capacity to overcome challenges. I can compare and contrast beliefs that help or hinder people when attempting to overcome challenges.</p>
<p>Pilgrimages</p> <p>What does a Buddhist pilgrimage look like and what is it for? What does a Christian pilgrimage look like and what is it for? What does a Hindu pilgrimage look like and what is it for? What does a Muslim pilgrimage look like</p>	<p>L2.6 Why do some people think that life is like a journey and what significant experiences mark this?</p>	<p>I can explain what a pilgrimage is. I can name places of pilgrimage and describe, with support, the significance of these pilgrimages.</p>	<p>I can describe the significance of places of pilgrimages and explain, with reference to religious beliefs, the importance of pilgrimage sites. I can explore the thoughts, feelings and experiences of those who undertake a pilgrimage.</p>	<p>I can compare beliefs about pilgrimages. I can analyse and explain how pilgrimages are different to other types of journeys.</p>

and what is it for?
What does a Jewish pilgrimage look like and what is it for?
What special journeys have I been on?

Faith Today

Which faiths are in the UK today?
What are the key teachings and beliefs of Humanism?
Which festivals are significant to Christians?
Which and why are artefacts special to Muslims?
How do the values of Sikhi affect behaviour and outcomes for Sikhs?
What is the meaning behind the Taoist creation story?
Why did Buddha act the way he did?

L2.7 What does it mean to be a Christian in Britain today?
L2.8 What does it mean to be a Hindu in Britain today?

I can talk about what it means to have faith.
I can recognise the beliefs of different faiths.
I can recognise the main religious festivals of some faiths.
I can name some artefacts of different faiths.
I can talk about some of the values of different faiths.
I can remember some stories from some faiths.
I can talk about some of the actions of leaders of faith.

I can talk about different faiths.
I can recognise the beliefs and teachings of different faiths.
I know why some of the main religious festivals of different faiths take place.
I can say how some artefacts of different faiths are used.
I can say how people from different faiths might behave in different situations.
I can remember stories from some different faiths.
I can talk about the actions of leaders of faith.

I can compare different beliefs.
I understand how the beliefs and teachings of different faiths impact on the way people live their lives.
I can explain why religious festivals are important to different faiths.
I can explain why artefacts are important to different faiths.
I can explain why a person of a certain faith might behave and why this is important to their faith.
I can explain the meaning of a religious story.
I can offer an explanation to why leaders of faith act the way they do.

The Bible

What makes a text sacred?
Who wrote The Bible?
Is the Bible only stories?
What and how does the Bible teach us through stories?
How do Christians use the Bible?
What is sacred to you?

L2.2 Why is the Bible so important for Christians today?

I can define what 'sacred' means.
I can ask questions about whether an item is sacred or not.
I know that the Bible is sacred to Christians.
I know that the Old Testament is different to the New Testament and begin to explain why.
I can name at least one Bible author and share some facts about them.
I can discuss the different text types in the Bible.
I know what a Psalm and Proverb is in the Bible.
I can explain what a parable is and why Jesus told them.
I can retell a Bible story using drama or pictures.
I can consider how Christians study the Bible and why.
I can think about something that is sacred to me and how to be respectful of things that are sacred to others.

I can define what 'sacred' means.
I can ask and answer questions about whether an item is sacred or not.
I know that the Bible is sacred to Christians and why.
I know that the Old Testament is different to the New Testament and explain why.
I can name more than one Bible author and share facts about them.
I can discuss the different text types in the Bible and their purpose.
I know what a Psalm and Proverb is in the Bible and why they are used.
I can explain what a parable is and why Jesus told them, giving an example.
I can retell a Bible story using drama or pictures.
I can explain different ways Christians study the Bible and why.
I can explain why something is sacred to me and how to be respectful of things that are sacred to others.

I can define what 'sacred' means, using synonyms.
I can ask and answer questions about whether an item is sacred or not and explain why.
I know that the Bible is sacred to Christians, giving reasons why.
I know that the Old Testament is different to the New Testament, giving reasons and examples of differences.
I can name more than one Bible author and answer questions about them.
I can discuss the different text types in the Bible and how they are chosen for purpose.
I know what a Psalm and Proverb is in the Bible, their purpose and why they are used.
I can explain what a parable is and explain, with an example, why Jesus told them.
I can retell a Bible story creatively using drama or pictures.
I can explain different ways Christians study the Bible individually and together and how this demonstrates the importance of the Bible to them.
I can explain why something is sacred to me, making comparisons with the Bible's sacredness to Christians, and how to be respectful of things that are sacred to others.

RE - Progression Mapping: UKS2



Year 5

Unit	Link to Derby Agreed Syllabus	Working towards expectations	Meeting expectations	Exceeding expectations
<p>Commitment</p> <p>What is commitment? How does commitment grow over time? Why do people make sacrifices? Why do people fast? What happens during marriage ceremonies? How do you remain committed? How do adults show their commitment to each other?</p>	<p>U2.3 What do religions say to us when life gets hard?</p>	<p>I can explain what commitment means. I can explain what happens in a Jewish Bar or Bat Mitzvah. I can explain what is meant by sacrifice. I can explain what is meant by fasting and how it is important to Muslims. I can recognise that marriage can be a religious or non-religious commitment. I can consider what I am committed to in my own life. I can say the different ways that adults commit to one another.</p>	<p>I can share ideas of how people show commitment in their lives. I can explain what happens at a First Holy Communion ceremony. I can recognise religious sacrifices and non-religious sacrifices. I can discuss how fasting is used as a demonstration of commitment. I can explain what happens in a religious wedding ceremony. I can discuss different ways of showing commitment to something or someone. I can say why some adults commit to one another in different ways.</p>	<p>I can talk about something I am committed to. I can compare religious and non-religious coming-of-age rituals. I can recognise religious sacrifices and non-religious sacrifices and explain this to others. I can explain why fasting demonstrates a Muslim's commitment to their faith. I can discuss different ways people show commitment to a partner and why. I can use what I have learnt about religious commitment ceremonies and practices to create my own ceremony for commitment. I can explain why the different ways that adults commit to one another are important to their beliefs.</p>

Forgiveness

What is forgiveness?
What do Jews believe about forgiveness?
Why is Yom Kippur important to Jews?
What do Buddhists believe about forgiveness?
How does forgiveness compare in Buddhism and Judaism?

U2.3 What do religions say to us when life gets hard?

I can define what is meant by 'forgiveness'.
I can work with the support of others to create a role play to show the feelings that are involved when people forgive and are forgiven.
I know that Jews follow the Ten Commandments.
I know that Jews ask other people and God for forgiveness.
I know that Yom Kippur is an important holy day for Jews and is important for forgiveness.
I understand that Buddhists do not believe in God.
I can begin to explore how the Eightfold Path influences a Buddhist in how they live their life, including how they forgive others.
I can identify some similarities and differences between what Jews and Buddhists believe about forgiveness.
I can give a simple explanation of why I chose the symbol for forgiveness.

I can define what is meant by 'forgiveness' and discuss ideas linked to the concept of forgiveness.
I can work with others to create a role play to show the feelings that are involved when people forgive and are forgiven.
I know that Jews follow the Ten Commandments and be able to describe the nature of the covenant agreement Jews believe they have with God.
I understand the process of 'teshuvah', whereby Jews seek to repent and mend their relationship with God.
I can describe the significance of Yom Kippur for Jews, explaining some of the things that happen at Yom Kippur.
I understand that Buddhists do not believe in God and explain the significance of this for their beliefs about forgiveness.
I can explore how the Eightfold Path influences a Buddhist in how they live their life, including how they forgive others.
I can identify some similarities and differences between what Jews and Buddhists believe about forgiveness.
I can give a detailed explanation of why I chose the symbol for forgiveness.

I can show an in-depth understanding of the concept of 'forgiveness' and confidently discuss associated ideas.
I can take a leading role when working with others to create a role play to show the feelings that are involved when people forgive and are forgiven.
I know that Jews follow the Ten Commandments, understand the covenant relationship Jews believe they hold with God and be able to fully explain the significance of this relationship for forgiveness.
I can confidently describe and discuss the process of 'teshuvah', whereby Jews seek to repent and mend their relationship with God.
I can describe the significance of Yom Kippur for Jews, confidently explaining things that happen at Yom Kippur.
I understand that Buddhists do not believe in God and explain the significance of this for their beliefs about forgiveness.
I can reflect deeply on how the Eightfold Path influences Buddhists in how they live their life, including how they forgive others, and ask searching questions.
I can select appropriate facts to illustrate the differences and similarities between Buddhist and Jewish beliefs about forgiveness.
I can give a detailed explanation of why I chose the symbol for forgiveness, linking this to learning about religious beliefs.

<p>Peace</p> <p>What is peace and what does it mean? How does peace differ across the religions? How do some religions use Inner Peace? How does community cohesion bring about peace? What symbols are related to peace?</p>		<p>I can choose acts of peace I can carry out myself. I can create a peace poster to explain a religion's view on peace using a guide sheet as support. I can show comparisons within religions using the international symbol of peace by cutting and sticking the religion's symbol. I can complete a mindfulness activity. I can reflect on the mindfulness activity by answering questions about my experience. I can create a pyramid of actions to show the priority of peace acts. I can create a new symbol of peace.</p>	<p>I can choose my own acts of peace to carry out. I can create a peace poster on a religion's view on peace with prompts for support. I can draw each religion's symbol on the international symbol of peace to show comparisons within religions. I can reflect on the mindfulness activity by answering questions about my experiences and inner peace techniques. I can create a pyramid of actions to show the priority of peace acts and then explain each choice. I can create a new symbol of peace and explain how it shows peace.</p>	<p>I can create my own acts of peace to carry out. I can create a poster to explain a religion's view on peace. I can create a hanging dove as a symbol of peace and show comparisons within religions on the hanging dove. I can reflect on the mindfulness activity by answering questions about my experiences and inner peace techniques and world peace. I can create a pyramid of actions to show the priority of peace acts and then explain each choice by linking to peace. I can create a new symbol of peace and explain how it shows and promotes peace.</p>
<p>The True Meaning of Christmas for Christians</p> <p>What does Christmas mean to Christians and myself? Why is love important at Christmas time for Christians? How did God become human and why is this vulnerability important today? How do Christian and secular</p>	<p>L2.5 Why are festivals important to religious communities?</p>	<p>I can create a piece of word art with 10 Christmas topic words on. I can act out a role play to explain Christian acts of love at Christmas. I can use idea prompts to create a poster explaining how people can help refugees. I can use template images to create a Christian Christmas card. I can analyse 'Away in a Manger' and explain the meaning of the lyrics. I can use support ideas to take part in a class debate about whether the true meaning of Christmas is lost.</p>	<p>I can create word art with 15 Christmas topic words on. I can use key words to create a role play to explain Christian acts of love at Christmas. I can use title boxes to create a poster to explain how people can help refugees. I can create a design for a Christian Christmas card. I can analyse 'We Three Kings' and explain the meaning of the lyrics. I can use key words to take part in a class debate on whether the true meaning of Christmas is lost.</p>	<p>I can create a piece of word art with 20 Christmas topic words on. I can create a role play to explain Christian acts of love at Christmas. I can use a poster template to create a poster which explains how people can help refugees. I can design a Christian Christmas card and explain how it shows the true meaning of Christmas. I can analyse 'O Little Town of Bethlehem' and explain the meaning of the lyrics.</p>

<p>Christmas cards differ? What do some popular Christmas carols mean? Is the true meaning of Christmas lost today?</p>				
<p>Worship What is worth? How does different music make us feel? Why and how do religious believers pray? How is worship represented in art? How are artefacts used during worship? What is religious freedom and how is it used?</p>	<p>U2.4 If God is everywhere, why go to a place of worship? U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?</p>	<p>I can name something that has worth to me. I can begin to explain what worship is. I can begin to make the link between worth and worship. I can listen to worship music from different religions. I can compare worship music from different religions. I know what a prayer is and begin to explain why religious believers pray. I can write a simple prayer. I can look at and discuss examples of religious art. I can say how a piece of art makes me feel. I can create a worship-inspired art using shape and colour. I know what a religious artefact is, giving at least one example. I can explain what freedom is and how it might feel to have freedom restricted.</p>	<p>I can explain what worship is and how it is connected to the idea of worth. I can explain similarities and differences between worship music in different religions. I can explain how prayer is used within different religions. I can reflect on the emotions of an artist and viewer when looking at a piece of religious art. I can explain a specific religious artefact to others. I can explain the importance of religious freedom.</p>	<p>I can explain what worship is and its significance to the worth religious believers give their god. I can identify and compare the similarities between worship music in different religions, and within denominations of different religions. I can explain what prayer is and how it is used differently in religions, comparing similarities and differences. I can explain how a piece of art can be an expression of worship. I can explain a religious artefact to others, making comparisons with artefacts from other religions. I can explain the importance of religious freedom and diversity in worship.</p>

Year 6

[Link to Derby Agreed Syllabus](#)

Working towards expectations

Meeting expectations

Exceeding expectations

<p>What matters most?</p> <p>What matters most to me? What matters most to Hindus? What matters most to Humanists? What matters most to Christians? What matters most to Jewish people? What does matter most? What matters most to Muslims?</p>	<p>U2.6 What does it mean to be a Muslim in Britain today? U2.7 What matters most to Christians and Humanists</p>	<p>I understand that I have my own choices to make and I am beginning to understand the concept of morals. I know the difference between positive and negative Karma. I know some Humanist values. I know some of the Christian values that Jesus taught. I can identify some of the different ways that Jewish people worship. I can say what values matter most to people from different faiths and worldviews. I can order the Five Pillars of Islam and say which is the most important.</p>	<p>I can discuss and give opinions on morals, values and life choices, including my own. I can explain the difference between positive and negative Karma. I understand the values that are important to Humanists. I can explain why the Christian values that Jesus taught are important to Christians. I can say which worship traditions belong to Orthodox or Reform Judaism. I can say why some values might matter most to people from different faiths and worldviews. I can explain why the first pillar is the most important to Muslims.</p>	<p>I can express my own values, morals and life choices while respecting those of others. I can explain why acting with positive Karma is important for Hindus. I can explain why the values of Humanism are important to Humanists. I can explain how Christian values help a Christian live a good life and have a positive effect on their role in their community. I can explain why Orthodox and Reform Jewish people worship in different ways. I can explain using religious facts why certain values might matter most to people from different faiths and worldviews. I can give examples to explain why the first Pillar of Islam is most important to Muslims.</p>
<p>Creation stories</p> <p>What are the creation stories from Judaism and Christianity? How are the creation stories of the Abrahamic religions similar and different? What is the Hindu creation story? What is the Sikh creation story? Which creation stories can be classed together? How are the various creation stories</p>		<p>I can sequence and retell the creation stories in this unit. I can demonstrate an understanding of the Sikh beliefs about creation. I can identify some similarities and differences between creation stories independently.</p>	<p>I can compare and contrast some creation stories. I can Identify the type of creation story. I can explain why Jews and Christians have the same creation story.</p>	<p>I can explain what an Abrahamic religion is. I can compare and contrast a range of different creation stories independently. I can classify creation stories accurately</p>

similar and different?				
<p>Eternity</p> <p>What is meant by Eternity? What is meant by Immortality? What is Heaven? What is reincarnation and emancipation? What do Humanists believe about Eternity?</p>		<p>I understand and use key vocabulary related to the concept of eternity. I can distinguish between the ideas of mortality and immortality. I can relate this to the human life cycle.</p>	<p>I can explain and represent ideas about eternity. I can compare and contrast Abrahamic, Dharmic and Humanist ideas about death.</p>	<p>I can create diagrams of the human life cycle according to the Dharmic religions. I can explain differences between Abrahamic religions and their concepts of heaven.</p>
<p>Humanism</p> <p>What is a Worldview? What are the key views of influential Humanist thinkers? What do Humanists believe? What symbols are related to Humanism? How would Humanists respond to different scenarios?</p>	<p>U2.1 Why do some people think God exists? U2.3 What so religions say to us when life gets hard? U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? U2.7 What matters most to Christians and Humanists?</p>	<p>I can explain the difference between atheism and humanism. I know and can name at least two of the humanist beliefs. I can recognise the Happy Human symbol and associate it with humanists.</p>	<p>I can explain the difference between a religious and nonreligious worldview. I can name at least two influential and two humanist thinkers. I can identify the key humanist ideas. I can explain what the Happy Human symbol represents.</p>	<p>I can name and describe the ideas of key influential and humanist thinkers. I understand the key similarities and differences between humanist thinkers.</p>

Justice and Freedom

What is freedom?
What is justice?
How do the beliefs of religious believers influence views on human rights?
How do religious views impact non-violent protests?
Which is more important: Freedom or Justice?

L2.9 What can we learn from religions about deciding what is right and wrong?
U2.2 What would Jesus do?
U2.6 What does it mean to be a Muslim in Britain today?

I understand that freedom and justice have more than one definition.
I can explain how beliefs about freedom and justice have influenced the actions of important figures in history and today.

I can explain the different religious concepts of freedom and justice, and give examples.
I can state the role of religious beliefs and how they have influenced the human rights and nonviolent protest movements.
I can examine and explain why concepts of freedom and justice can conflict.

I understand the concept of freedom and justice in a wider sense, giving their own examples of what they do and do not mean.
I use the knowledge they have gained in this unit to examine whether concepts of freedom and justice can be conflictual.

The Christmas Story

What are the key events from the Christmas Story?
What does Interpretation mean?
How do the versions of the story from Matthew and Luke differ and how are they the same?
What are the key truths within both versions of the Gospels?
What is Advent and how do Christians prepare?
How is Christmas celebrated by Christians in different countries?

L2.5 Why are festivals important to religious communities?

I can recall The Christmas Story using a storyboard with pictures and captions.
I can interpret a scene from a photograph.
I can list key similarities and differences between the two gospel accounts of The Christmas Story.
I can identify the key truth within The Christmas story.
I can make a Christingle and complete information about Christingles.
I can use prompts to create a role play explaining a Russian Christian story.

I can recall The Christmas Story on a storyboard using pictures, and then create their own captions.
I can draw my own comparisons between the two gospel accounts of The Christmas Story.
I can identify which Gospel each part of The Christmas Story comes from and evaluate the importance of the details to Christians.
I can make a Christingle and then answer questions about Christingles.
I can use key words to create a role play explaining a Russian Christian story.

I can recall The Christmas Story on a storyboard and raise questions regarding key parts of the story.
I can interpret a piece of modern art.
I can look at the impact of the different versions of The Christmas Story.
I can make a Christingle and explain the symbolism.
I can use titles to create a role play explaining a Russian Christian story.

Crucifixion

What are the key events from Holy week and what do I think about them?
What do the terms 'Free will' and 'determinism' mean and how do they relate to the Crucifixion?
Was the life of Jesus part of a plan?
What does 'atonement' mean and how does it relate to me?
How does the experience of Jesus and the idea of a life plan relate to my life?

I can use visual prompts to create a timeline of events in Holy Week.
I can order real life events from total 'free will' to 'determinism'.
I can use given examples of events to list events in my own life and rate them from 'free will' to 'determinism'.
I can sort the events from Luke's Gospel by cutting out pictures and ordering them.
I can understand the commitment made by Christians and reflect on commitments in my own life.
I can begin to look at moral choices we make and life choices.

I can use key words to create a timeline of events in Holy Week.
I can order real life and hypothetical events from total 'free will' to 'determinism'.
I can use prompts for support to rate events in my own life from 'free will' to 'determinism'.
I can sort the events from Luke's Gospel by drawing pictures and ordering them.
I can reflect on my own commitments in life and the difference it makes to my life.
I can relate my own moral choices to the life and choices of Jesus.

I can create a timeline of events in Holy Week.
I can create my own events to demonstrate 'free will' and 'determinism'.
I can rate events in my life from 'free will' to 'determinism' and explain where I have placed each event and why.
I can create a presentation about the events within Luke's Gospel and argue either the evidence supporting Jesus' death being a part of a plan or argue the evidence against Jesus' death being part of a plan.
I can relate my own commitments to the Bible and commitments made by Christians.
I can begin to question life choices and moral dilemmas and draw on the life of Jesus for comparisons.

