Wherever appropriate or possible, links are made to other subjects. This progression document should therefore be read in conjunction with the following: 2-year topic cycle/curriculum coverage document and Cultural Capital and Curriculum document

		EYFS	KS1	LKS2	UKS2
Christianity – Understanding Christianity	**Cycle A; Progression for: Christianity**	**Building Relationships**: Form positive attachments to adults and friendships with peers. Show sensitivity to their own and others' needs. **People, Culture & Communities** Know some similarities and differences between different religions and cultural communities in this country, drawing on their experiences and what has been read in class.	**INCARNATION: Why does Christmas matter to Christians?** I can understand Christians believe God came to Earth in human form as Jesus/born as a baby in Bethlehem I can understand Christians believe Jesus came to show that all people are precious and special to God I can understand the bible points out that his birth showed he was extraordinary and that he came to bring good news I can explain why Christians celebrate Jesus' birth; Advent for Christians is a time for getting ready for Jesus' coming **SALVATION: Why does Easter matter to Christians?** I can remember Jesus' last week at Easter/Easter is very important in the 'big story' of the Bible I can understand that Jesus' name means 'He saves' and he is willing to forgive all people, even for putting him on the cross I understand Christians believe Jesus came to show God's love and try to show love to others I understand Christians believe Jesus builds a bridge between God and humans I understand Christians believe Jesus rose from the dead, giving people hope of new life **GOSPEL: What is the good news that Jesus brings?** I tell stories from the Bible and recognise a link with a concept of Gospel or good news I can give clear, simple accounts of what Bible texts mean to Christians I can recognise that Jesus gives instructions to people about how to behave I can give at least 2 examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bring good news to the friendless I can give at least 2 examples of how Christians put these beliefs into practice in their own lives I can 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, exploring different ideas	**CREATION/FALL: what do Christians learn from the creation story?** I can place the concepts of God and Creation on a timeline of the Bible. I can make clear link between Genesis 1 and what Christians believe about God and Creation I can describe what Christians do because they believe God is Creator I can ask questions and suggest answers about what might be important in the creation story for living today **INCARNATION/GOD: what us the Trinity?** I can identify the difference between a gospel which tells a story of the life and teaching of Jesus, and a letter I can offer suggestions about what texts about baptism and Trinity might mean I can give examples of what these texts mean to some Christians today I can describe how Christians show their beliefs about God the Trinity in worship and in the way they live I can make links between some Bible texts and the idea of God in Christianity, expressing clearly some ideas of their own about what God of Christianity is like **SALVATION: Why do Christians call the day Jesus died 'Good Friday'** I can order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible I can offer suggestions for what texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean I can give examples of what the texts studied mean to some Christians I can make simple links between the Gospel and how Christians make the Easter events I can describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship I can make links between some of the stories and teachings in the Bible and life in the world today	**GOD: What does it mean if God is holy and loving?** I can identify some different types of biblical texts, using technical terms accurately I can explain connections between biblical texts and Christian ideas of God I can make clear connection between Bible texts and what Christians believe about God I can show how Christians put their beliefs into practice in worship I can weigh up how Biblical texts and teachings about God as holy and loving might make a difference in the world today **INCARNATION; Was Jesus the Messiah?** I can explain that Christians believe Jesus is God in the flesh. I can talk that his birth, life, death and resurrection were part of a longer plan by God I can explain how some texts talk about what this 'messiah' would be like. I understand that Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. I can explain why Christians see Jesus as their Saviour and New Hope. **SALVATION: What do Christians believe Jesus do to save human beings?** I can outline the timeline of the Bible, explaining how incarnation and Salvation fit within it I can explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms I can suggest meaning for narratives of Jesus' death/resurrection I can make clear connection between the Christian belief in Jesus' death, as a sacrifice and how Christians celebrate the Lord's Supper I can show how Christians put the beliefs into practice I can weigh up the value and impact of ideas of sacrifice in their own lives and the world today

Wherever appropriate or possible, links are made to other subjects. This progression document should therefore be read in conjunction with the following: 2-year topic cycle/curriculum coverage document and Cultural Capital and Curriculum document

	Cycle B; Progression for: Christianity		<u>GOD: What do Christians believe God is like?</u> I can identify what a parable is I can tell the story of the Lost Son and recognise a link with the concept of God as a forgiving father I can give clear, simple accounts of what the story means to Christians I can give at least 2 examples of a way in which Christians show their belief in God as loving and forgiving I can give an example of how Christians put their beliefs into practice in worship I can think, talk and ask questions about whether I can learn anything from the story for myself <u>CREATION: Who made the world?</u> I can understand the word God is a name I can understand Christians believe God is the Creator of the universe/the earth and everything in it are important to God I can understand Christians believe God made our wonderful world and so we should look after it/humans should care for the world because it belongs to God I can understand God has a unique relationship with human beings as their Creator and Sustainer <u>SALVATION: Why do Christians put a cross in an Easter garden?</u> I know that Christians remember Jesus' last week at Easter I know that Christians believe Jesus came to show God's love I know Christians try to show love to others	<u>PEOPLE OF GOD: what is it like to follow God?</u> I can understand that The Old Testament tells the story of a particular group of people, the children of Israel – the People of God – and their relationship with God I understand the People of God try to live in the way God wants, following his commands and worshipping him I understand they believe he promises to stay with them, and Bible stories show how God keeps his promises I can understand that the Old Testament narrative explains that the People of God are meant to show the benefits of having a relationship with God, and to attract all other nations to worshipping God I can explain why Christians believe that, through Jesus, all people can become the People of God <u>GOSPEL: what kind of a world did Jesus want?</u> I know that Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first. I know that Jesus shows love and forgiveness to unlikely people. I understand that Christians try to be like Jesus — they want to know him better and better. I know how Christians try to put his teaching and example into practice in lots of ways, from church worship to social justice. <u>KINGDOM OF GOD: When Jesus left, what was the impact of Pentecost?</u> I understand that Christians believe that Jesus inaugurated the 'Kingdom of God' I understand that Christians believe Jesus is still alive, and rules in their hearts and lives through the Holy Spirit, if they let him I understand that Christians believe that after Jesus returned to be with God the Father, he sent the Holy Spirit at Pentecost to help the church to make Jesus' invisible kingdom visible by living lives that reflect the love of God I understand Christians celebrate Pentecost as the beginning of the Church I understand staying connected to Jesus means that the fruit of the Spirit can grow in the lives of Christians	<u>SALVATION: What difference does the resurrection make for Christians?</u> I understand Christians read the 'big story' of the Bible as pointing out the need for God to save people. I understand the Gospels give accounts of Jesus' death and resurrection I understand the New testament says that Jesus' death was somehow for us I understand Christians interpret it in different ways: sacrifice of sin, victory over sin, death and the Devil etc I understand Christians remember Jesus' sacrifice through the service of Holy Communion I understand that the belief in Jesus' resurrection confirms to Christians that Jesus is the incarnate Son of God, but also that death is not the end/ giving Christians hope of life with God I understand Christians believe that Jesus calls them to sacrifice their own needs to the needs of othersI can explain the place of incarnation and Messiah within the Bible I can identify Gospel and prophecy texts, using technical terms I can explain connections between biblical texts, incarnation and Messiah using theological terms I can show how Christians put their beliefs into practice in different ways in celebrating Christmas I can comment on how the idea that Jesus is the Messiah makes sense in the wider story I can weigh up how far the idea the Jesus is the Messiah, a Saviour from God, is important in the world today <u>CREATION: Creation and Science; conflicting or complementary?</u> I understand that there is much debate and controversy around the relationship between the accounts of creation in Genesis and scientific accounts I understand that debates and controversies relate to the purpose and interpretation of the texts I understand there are many scientists through history and now who are Christians I understand the discoveries of science make Christians wonder even more about the power and majesty of the Creator

Wherever appropriate or possible, links are made to other subjects. This progression document should therefore be read in conjunction with the following: 2-year topic cycle/curriculum coverage document and Cultural Capital and Curriculum document

		EYFS	KS1	LKS2	UKS2
Judaism – Emmanuel Project	Cycle A; Progression for: Judaism	**Building Relationships:** Form positive attachments to adults and friendships with peers. Show sensitivity to their own and others' needs. **People, Culture & Communities** Know some similarities and differences between different religions and cultural communities in this country, drawing on their experiences and what has been read in class.	**TESHUVAH; why do Jewish families talk about repentance at New Year?** I can tell you if repentance is just saying sorry. I can tell you what the shofar reminds Jewish people to do. I can tell you why Jewish families talk about repentance at New Year. **TORAH/RABBI; why is the Torah such a joy for the Jewish community** I can tell you what makes me joyful. I know how Jewish people show their joy at Simchat Torah. I know why the Torah is such a joy for the Jewish community.		
	Cycle B; Progression for: Judaism		**Why is learning to do good deeds so important to the Jewish people?** I know what a good deed is and can name three. I know what different mitzot (good deeds) a Jewish child could do. Is know why learning to do good deeds are so important to Jewish people. **Why do Jewish families say so many prayers and blessings?** I can tell you what prayers tell you about. I can tell you when Jewish children say prayers and blessings. I can why Jewish children say so many prayers and blessings.	**COVENANT; what symbols and stories help Jewish people remember their covenant with God?** I can tell what a home school agreement is and why it is useful. I can tell you what Abraham believed about God. I can tell you symbols and stories Jewish people use to help remember their covenant with God.	
Islam - Emmanuel Project	Cycle A; Progression for: Islam		**MERCY/COMPASSION; how do some Muslims show Allah is compassionate and merciful?** I know how people show they care for pets and wild animals. I can tell you the stories Muhammad showed care for animals and people. I know how some Muslims show Allah is compassionate and merciful.	**PROPHETHOOD; why do Muslims call Muhammad the 'seal of the prophets'?** I understand what the word 'prophet' means. I know what messages Muhammad brought the people of Makkah. I understand why Muslims call Muhammad the 'seal of the prophets'.	**REVELATION; what does the Qur'an reveal about Allah and his guidance?** I understand what the word 'revelation' mean and give some everyday examples. I know how Muslims say the Qur'an was revealed to Muhammad. I can tell you what the Qur'an reveals about Allah and his guidance.
	Cycle B; Progression for: Islam			**SUBMISSION; how does a Muslim show their submission and obedience to Allah?** I understand who I would listen to and obey in a tricky situation. I understand how and why Muslims obey the call to prayer. I can tell you how a Muslim shows their submission and obedience to Allah.	**TAWHID' how does tawhid create a sense of belonging to the Muslim community?** I understand what 'unity' or 'oneness' mean. I can give examples of Muslims doing things 'as one'. I understand how tawhid creates a sense of belonging to the Muslim community.

Wherever appropriate or possible, links are made to other subjects. This progression document should therefore be read in conjunction with the following: 2-year topic cycle/curriculum coverage document and Cultural Capital and Curriculum document

		EYFS	KS1	LKS2	UKS2
Sikhism - Emmanuel Project	**Cycle A ; Progression for: Sikhism**	**Building Relationships:** Form positive attachments to adults and friendships with peers. Show sensitivity to their own and others' needs. **People, Culture & Communities** Know some similarities and differences between different religions and cultural communities in this country, drawing on their experiences and what has been read in class.		**EQUALITY; how do Sikhs put their believes about quality into practice?** I can tell you if we are all equal in school and why. I understand how the ten gurus helped people understand they were all equal in God's eyes. I know how Sikhs put their beliefs about equality into practice.	
Hindiusm - Emmanuel Project	**Cycle A; Progression for: Hinduism**			**DHARMA; how does the story of Rama and Sita inspire Hindus to follow their dharma?** I can tell you the duties brothers and sisters or friends have towards each other. I can tell you about Rama and Sita's duties. I know how the story of Rama and Sita inspires Hindus to follow their dharma.	**MOKSHA; what spiritual pathways to Moksha are written about in Hindu scriptures?** I can think of a goal in my life and what different pathways there are to it. I can tell how Hindus show devotion to Krishna and why they do it. I understand what spiritual pathways to Moksha are written about in the Hindu scriptures.
	Cycle B; Progression for: Hinduism			**KARMA; why do Hindus want to collect good karma?** I can tell you what good things these people could do; a child, a teacher, a police officer, a footballer. I know why snakes and ladders are taught to Hindu children. I can tell you why Jesus was given the name 'saviour'.	**BRAHMAN; how do questions about Brahman and Atman influence the way a Hindu lives?** I understand what the story of the blind men and the elephant mean. I know how Svetaketu learnt about Brahman and Atman. I understand how questions about Brahman and Atman influence the way a Hindu lives.
Emmanuel Project – other faiths			**BUDDHISM - META; kindness; TES resource** I can know when and where Buddhism began I can tell you who the Buddha was I can tell you what Buddhist believe I know about the Buddhist sacred book, their festivals and sacred place of worship.		**BUDDHISM; how did Buddha teach his followers to find enlightenment?** I know what 'enlightenment' means and can give an example I know how Buddha got his title. I understand how Buddha taught his followers to find enlightenment. **HUMANISM; HAPPINESS; why do humanist say happiness is the goal of life?** I can tell a good definition of 'happiness'. I can tell you why humanist say they should live their 'one life'. I understand why humanists say happiness is the goal of life.

Wherever appropriate or possible, links are made to other subjects. This progression document should therefore be read in conjunction with the following: 2-year topic cycle/curriculum coverage document and Cultural Capital and Curriculum document

	EYFS	KS1		LKS2		UKS2
Skills	**Year 1 skills** **I can begin to:** Describe some of the teachings of a religion. Describe some of the main festivals or celebrations of a religion. Recognise, name and describe some religious artefacts, places and practices. Name some religious symbols. Explain the meaning of some religious symbols. Identify the things that are important in their own lives and compare these to religious beliefs. Relate emotions to some of the experiences of religious figures studied. Ask questions about puzzling aspects of life. Identify how they have to make their own choices in life. Explain how actions affect others. Show an understanding of the term 'morals'	**Year 2 skills** **I can:** Name some religious symbols. Explain the meaning of some religious symbols, religious artefacts, places and practices Identify the things that are important in their own lives and compare these to religious beliefs. Relate emotions to some of the experiences of religious figures studied and the impact to others and myself Ask questions about puzzling aspects of life. Identify how they have to make their own choices in life and the consequences to some of these Explain how actions affect others and the world Show an understanding of the term 'morals'	**Year 3 skills** **I can begin to:** Present the key teachings and beliefs of a religion. Refer to religious figures and holy books to explain answers. Identify religious artefacts and explain how and why they are used. Describe religious buildings and explain how they are used. Explain some of the religious practices of both clerics and individuals. Identify religious symbolism in literature and the arts. Show an understanding that personal experiences and feelings influence attitudes and actions. Give some reasons why religious figures may have acted as they did. Ask questions that have no universally agreed answers. Explain how beliefs about right and wrong affect people's behaviour. Describe how some of the values held by communities or individuals affect behaviour and actions. Discuss and give opinions on stories involving moral dilemmas	**Year 4 skills** **I can:** Present the key teachings and beliefs of a religion. Refer to religious figures and holy books to explain answers and begin to compare with other religions. Identify religious artefacts and explain how and why they are used and begin to link to other things in our world. Describe religious buildings and explain how they are used and begin to find similarities with other religious buildings. Explain some of the religious practices of both clerics and individuals. Identify religious symbolism in literature and the arts and link to stories from those religions. Show an understanding that personal experiences and feelings influence attitudes and actions. Give some reasons why religious figures may have acted as they did and how this may impact on our lives. Ask questions that have no universally agreed answers. Explain how beliefs about right and wrong affect people's behaviour and the world around us. Describe how some of the values held by local and world communities or individuals affect behaviour and actions in the past and present. Discuss and give opinions on stories involving moral dilemmas giving reasons and examples to justify.	**Year 5 skills** **I can begin to:** Explain how some teachings and beliefs are shared between religions. Explain how religious beliefs shape the lives of individuals and communities. Explain the practices and lifestyles involved in belonging to a faith community. Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. Show an understanding of the role of a spiritual leader. Explain some of the different ways that individuals show their beliefs. Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings. Explain their own ideas about the answers to ultimate questions. Explain why their own answers to ultimate questions may differ from those of others. Explain why different religious communities or individuals may have a different view of what is right and wrong. Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules). Express their own values and remain respectful of those with different values	**Year 6 skills** **I can:** Explain how some teachings and beliefs are shared between religions and find similarities and differences between them. Explain how religious beliefs shape the lives of individuals and local and world communities. Explain the practices and lifestyles involved in belonging to a faith community and compare with other religions. Compare and contrast the lifestyles of different faith groups and give reasons why some within the same faith may adopt different lifestyles. Show an understanding of the role of a spiritual leader and leaders from past and present. Explain some of the different ways that individuals show their beliefs looking at ourselves, local and world communities. Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings by giving examples. Explain their own ideas about the answers to ultimate questions, giving examples to justify. Explain why their own answers to ultimate questions may differ from those of others and give reasons why. Explain why different religious communities or individuals may have a different view of what is right and wrong and the impact of these to others and themselves. Show an awareness of morals and right and wrong beyond rules and the consequences for these decisions (i.e. wanting to act in a certain way despite rules). Express their own values and remain respectful of those with different values, cultures and beliefs.