



'Let your light shine as you grow'

Subject Leader Skills Progression	
Subject: RE	Subject Leader: Lizzie Allin

RE in EYFS		
<ul style="list-style-type: none"> • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Begin to understand that communities may be different and that they may celebrate different festivals and family traditions. • Can talk about some special places for people in our and other communities such as churches and mosques. • Join in with routines special to me like religious festivals, birthdays, family events etc. • Begin to understand that others have different special times to those that are special in my own family. • Develop a positive attitude about the differences between people, for example I celebrate Eid and my friend celebrates Christmas. 		
RE in Year 1	RE in Year 2	RE in Year 3
<p>Creation Big Question: Does God want Christians to look after the world?</p> <p>Incarnation Big Question: Why does Christmas Matter to Christians?</p> <ul style="list-style-type: none"> • Recognise that Incarnation is part of the 'Big Story' of the Bible. • Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. • Recognise that stories of Jesus' life come from the Gospels. • Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. • Decide what they personally have to be thankful for at Christmas time. <p>Salvation Big Question: Why does Easter matter to Christians?</p>	<p>Creation Big Question: Who made the World?</p> <ul style="list-style-type: none"> • Retell the story of creation from Genesis 1:1-2:3 simply. • Say what the story tells Christians about God, creation and the world. • Give at least two examples of what Christians do to look after the world for God. • Think, talk and ask questions about living in an amazing world. <p>Incarnation Big Question: Why does Christmas Matter to Christians?</p> <ul style="list-style-type: none"> • Recognise that Incarnation is part of the 'Big Story' of the Bible. • Tell the story of the birth of Jesus and recognise the link with Incarnation — Jesus is 'God on Earth'. • Give at least two examples of ways in which Christians use the nativity story in churches and at home; for example, using nativity scenes and carols to celebrate Jesus' birth. • Think, talk and ask questions about the Christmas story and the lessons they might learn 	<p>Creation Big Question: What do Christians learn from the Creation story?</p> <ul style="list-style-type: none"> • Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'. • Make clear links between Genesis 1 and what Christians believe about God and Creation. • Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.) • Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians. <p>Incarnation Big Question: What is the Trinity?</p> <ul style="list-style-type: none"> • Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter. • Offer suggestions about what texts about baptism and Trinity might mean. • Give examples of what these texts mean to some Christians today.



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<ul style="list-style-type: none"> Recognise that Salvation is part of a 'big story' of the Bible. Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). Recognise that Jesus gives instructions about how to behave. Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas. <p>Islam: What do Muslims believe?</p> <ul style="list-style-type: none"> Recall a story about Allah and Muhammad Use special words (ie Qur'an) Pick out and describe some of the 99 names of Allah Say why Muslims respect Muhammad Ask questions related to Islamic beliefs <p>Islam: What do Muslims use when they pray?</p> <ul style="list-style-type: none"> Recognise and identify a prayer mat and know the Muslims use it for prayer Know that Muslims pray 5 times a day and talk about what they need for their daily prayers Describe how a prayer mat is helpful when praying alone and together. Talk about how they make Muslims feel equal Identify Ka'aba and give reasons why Muslims pray in that directions 	<p>from it: for example, about being kind and generous.</p> <p>Salvation Big Question: Why does Easter matter to Christians?</p> <ul style="list-style-type: none"> Recognise that God, Incarnation, Gospel and Salvation are part of the 'big story' of the Bible. Tell stories of Holy Week and Easter and make a link with the idea of Salvation (Jesus rescuing people). Give at least three examples of how Christians show their beliefs about Jesus as saviour in church worship. Think, talk and ask questions about whether the text has something to say to them (for example, about whether forgiveness is important), exploring different ideas. <p>What did Jesus teach?</p> <ul style="list-style-type: none"> Retell a story when Jesus was kind and give an example of when Jesus showed kindness Can say when they have been kind even when it was difficult Can say if Christians should be kind and why <p>Islam: Does the mosque give Muslims a sense of belonging?</p> <ul style="list-style-type: none"> Can understand that certain places make people feel like they belong Can explain what happens when Muslims pray at home or in a mosque 	<ul style="list-style-type: none"> Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live. Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like. <p>Salvation Big Question: Why do Christians call the day Jesus died 'Good Friday?'</p> <ul style="list-style-type: none"> Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'. Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean. Give examples of what the texts studied mean to some Christians. Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities. Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly. <p>The Lord's Prayer: What does it mean and why is it important to Christians?</p> <ul style="list-style-type: none"> Talk about the meaning of three or more phrases from the Lord's Prayer
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	<ul style="list-style-type: none"> • Can talk about how Muslims feel a sense of belonging when they are with other Muslims or when they pray on their own and why this might be <p>Islam: What do Muslims celebrate at Eid-ul-Fitr?</p> <ul style="list-style-type: none"> • State that Muslims fast and know why • Discuss generous actions and how it feels to be generous. Describe how any why Muslims show generosity during Eid-ul-Fitr • Know that the month of Ramadan is when Muslims fast and this is called 'sawm' • Explain that Muslims fast during Ramadan to think about others and obey God 	<ul style="list-style-type: none"> • Choose and talk about the lines of the prayer they think are more important, most difficult to understand or most difficult to do • Link thoughts about prayer to thoughts about what people should do • Raise and discuss questions about the prayer for themselves <p>Islam: Why is the Qur'an treated with such respect?</p> <ul style="list-style-type: none"> • Give examples of what Muslims do to show their love for the Qur'an • Discuss words that matter and sacred words. Discuss and express some ideas of their own about why Muslims love their sacred text • Identify and describe the importance of the Birmingham Qur'an to Muslims <p>Hinduism: How do Hindus believe the world works?</p> <ul style="list-style-type: none"> • Can respond to a story about dharma with relevant comments and questions • Talk about duties they have and the importance of these duties • Give clear, simple accounts of what rita and dharma are and the importance of both concepts
<p>RE in Year 4</p>	<p>RE in Year 5</p>	<p>RE in Year 6</p>
<p>Creation Big Question: What do Christians learn from the Creation story?</p> <ul style="list-style-type: none"> • Place the concepts of God, Creation and the Fall on a timeline of the Bible's 'Big Story'. 	<p>Creation/Fall Big Question: Creation and Science: Conflicting or Complementary?</p> <ul style="list-style-type: none"> • Outline the importance of Creation on the timeline of the 'big story' of the Bible. 	<p>Incarnation Big Question: Was Jesus the Messiah?</p> <ul style="list-style-type: none"> • Explain connections between biblical texts and the idea of Jesus as Messiah, using theological terms.



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- Offer suggestions about what the story of Adam and Eve might show about human nature and how to act.
- Describe how and why Christians might pray to God, say sorry, forgive and ask for forgiveness.
- Make links between what stories in the Bible say about human beings, and pupils' own ideas about how people should behave.

Incarnation Big Question: What is the Trinity?

- Identify John 1 as part of a 'Gospel', noting some differences between John and the other Gospels.
- Offer suggestions for what texts about God might mean.
- Give examples of what the texts studied mean to some Christians.
- Describe how Christians show their beliefs about God the Trinity in the way they live.
- Make links between some of the texts and teachings about God in the Bible and what people believe about God in the world today, expressing some ideas of their own clearly.

Salvation Big Question: Why do Christians call the day Jesus died 'Good Friday?'

- Offer suggestions about what the narrative of the Last Supper, Judas' betrayal and Peter's denial might mean.
- Give examples of what the texts studied mean to some Christians.

- Identify what type of text some Christians say Genesis 1 is, and its purpose.
- Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.
- Make clear connections between Genesis 1 and Christian belief about God as Creator.
- Show understanding of why many Christians find science and faith go together.
- Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.
- Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.

Incarnation Big Question: Was Jesus the Messiah?

- Explain the place of Incarnation and Messiah within the 'big story' of the Bible.
- Identify Gospel and prophecy texts, using technical terms.
- Explain connections between biblical texts, Incarnation and Messiah, using theological terms.
- Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.
- Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.
- Weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives.

- Make clear connections between the texts and what Christians believe about Jesus as Messiah; for example, how they celebrate Palm Sunday.
- Show how Christians express their beliefs about Jesus as Prince of Peace and as one who transforms lives, through bringing peace and transformation in the world.
- Weigh up how far the world needs a Messiah, expressing their own insights.

Salvation Big Question: What Difference does the Resurrection make to Christians?

- Explain connections between Isaiah 53, John 19 and the key concepts of Messiah, Sacrifice and Salvation, using theological terms.
- Taking account of the context(s), suggest meanings for Isaiah 53 and John 19, and compare their ideas with ways in which Christians interpret these texts as showing the idea of Jesus as a sacrifice.
- Make clear connections between the Christian concept of the sacrifice of Jesus and the idea of Salvation, and how Christians follow Jesus' example in giving themselves for others.
- Weigh up how far the idea of sacrifice and the example of Jesus are inspiring in the world today and in their own thinking.

Humanism: What does it mean to be human? IS being happy the greatest purpose of life?

- Explain the difference between a religion and non-religious worldview



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<ul style="list-style-type: none"> • Make clear links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion. • Describe how Christians show their beliefs about Jesus in their everyday lives: for example, prayer, serving, sharing the message and the example of Jesus. • Raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how pupils think and live. <p>How do Christians decide how to live?</p> <ul style="list-style-type: none"> • Recall some of the Beatitudes and talk about them • Ask questions about what Christians might do to show their faith and give examples of how they put their faith into action • Give examples of ways in which Christians might decide what is right and wrong • Give some examples about how being part of a faith community can be both inspiring and challenging for some people <p>Islam: How do the Five Pillars help Muslims express their faith?</p> <ul style="list-style-type: none"> • Identify the Five Pillars of Islam and give a description of at least one pillar • Give examples of how Muslims put their beliefs in the pillars into action • Identify and describe the concept of Ibadah 	<p>Salvation Big Question: What Difference does the Resurrection make to Christians?</p> <ul style="list-style-type: none"> • Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation. • Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the Christian belief in Resurrection. • Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms. • Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday. • Show how Christians put their beliefs into practice in different ways. • Explain why some people find belief in the Resurrection makes sense and inspires them. • Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today. <p>Anti-Racist RE: What can be done to reduce racism? Can religion help?</p> <ul style="list-style-type: none"> • Describe simply two examples of racism, describing what is unfair or unjust in each case • Choose some examples of the teaching of sacred texts about justice and say what they think about the meanings of these texts 	<ul style="list-style-type: none"> • Explain the difference between atheism and humanism • Name at least to influential and humanist thinkers • Identify the key humanist ideas • Explain the meaning of the happy human symbol <p>Anti-Racist RE: What can be done to reduce racism? Can religion help?</p> <ul style="list-style-type: none"> • Describe 3 or more examples of religious responses to racism, saying what they think is unjust in each case • Consider and explain some examples of racism, connecting these to religious beliefs, texts and values • Discuss and explain some links between examples of religious and other texts, values and behaviour that are relevant to reducing racism • Explain, rank and express thoughtful views about three or more ways in which prejudice and racism can be reduced, connecting their own ideas to religious teachings • Express reasoned, deep and varied ideas, related accurately to religious teaching, about the reduction of racism and prejudice (e.g. in art) <p>Islam: How is Hany El Banna an inspiration to Muslims? How has his work for equality changed the world?</p> <ul style="list-style-type: none"> • Retell the outline of Dr Hany El Banna's life story • Recognise and talk thoughtfully about the impact of Dr Hany's work on issues of equality.
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<ul style="list-style-type: none"> Identify and describe how Ibadah is shown through the five pillars <p>Hinduism: How, why and where to Hindu people worship?</p> <ul style="list-style-type: none"> Explain the items on a puja tray and what they represent Explain what certain actions and rituals in Hindu worship mean Say why for many Hindu people it is important to have a shrine at home or at their work Identify some different ways in which Hindus worship Make links between Hindu practices and the idea that Hinduism is a whole way of life (dharma) 	<ul style="list-style-type: none"> Describe links between religious teaching and practice and the struggle to reduce racism, giving simple examples Discuss three or more suggested ways of reducing prejudice and racism. Express reasoned ideas of their own about how prejudice and racism can be reduced, taking account of ideas from religion (e.g. in art) <p>Islam: How does Hadith guide Muslims through the journey of life?</p> <ul style="list-style-type: none"> Identify some guidance offered in Hadith and explain how it affects Muslim beliefs Make links between Hadith and how this guides how Muslims live Explain how and why Muslims use guidance from Hadith in their lives <p>Hinduism: What are the meanings of the story of Rama and Sita?</p> <ul style="list-style-type: none"> Retell the story of Rama and Sita, giving examples of what it means to many Hindus Make clear connections between the story and how Hindus choose to live today Identify and explain how the key ideas of karma, dharma etc are presented in the Ramayana Offer some explanations for the variations in retellings of the Ramayana 	<ul style="list-style-type: none"> Connect the story of Islamic Relief to Muslim beliefs and to their own experience and lives. Consider what might make Hany El Banna a good Islamic role model. Consider and discuss questions about the importance of charity, equality and justice in Muslim life and in the world today. <p>Hinduism: How does the Dharma at each stage of life help Hindus to be good?</p> <ul style="list-style-type: none"> Identify some of the ways in which Hindus try to fulfil their dharma and recognise that dharma depends on different factors Give meanings for dharma, ashrama and varna Explain how goals and stages of life, plus daily duties/activities, influence Hindu ideas about how to live a good life Describe ways in which Hindus in a variety of situations may seek to live according to their dharma Explain how and why many Hindus are concerned with living according to their dharma
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