



Wrockwardine Wood CE Junior School

Religious Education Progression Document



	Year 3	Year 4	Year 5	Year 6
	What is the 'big story' of Christianity? What do Christians believe God is like?	What do Christians learn from the creation story? What is the Trinity?	What is Sewa?	Creation and science: conflicting or complimentary?
Autumn 1	<ul style="list-style-type: none"> Identify what a parable is. Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father. Give clear, simple accounts of what the story means to Christians. Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others. 	<ul style="list-style-type: none"> Know how to place the concepts of God and Creation on a timeline of the Bible's 'Big Story'. Know how to 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 	<ul style="list-style-type: none"> Identify and describe what Sewa means and give examples of a range of ways Sikhs perform Sewa. Explain why Sewa is important to Sikhs. Make links between Sikhs' practice of Sewa and their own ways of living. Explain how the concept of Sewa has challenged or inspired their own thinking and actions. Make links between personal beliefs and actions. Understand how these can have an impact locally, nationally and internationally. 	<ul style="list-style-type: none"> Outline the importance of Creation in the 'Big Story' of the Bible, identify what type of text some Christians say Genesis 1 is and its purpose. Suggest what Genesis 1 might mean and compare ideas with how some Christians interpret it - make connections between Genesis 1 and Christian belief about God as Creator. Show understanding of why many Christians find science and faith go together. Comment on whether key ideas



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	<ul style="list-style-type: none"> • Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example. • Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas. 	<p>today, and for people who are not Christians.</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. • 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 		<p>from Genesis 1 are helpful or inspiring.</p> <ul style="list-style-type: none"> • Be able to present thoughtfully and with respect their own and others' views, considering how these views have been formed.
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		some ideas of their own.		
	What happens at a Gurdwara?	What does it mean to be a Sikh in Britain today?	Was Jesus the Messiah?	Why do some Sikhs choose to become part of the Khalsa?
Autumn 2	<ul style="list-style-type: none"> Independently talk about what is found inside a gurdwara and work co-operatively with others to demonstrate knowledge of this. Talk about two or more ways in which the Guru Granth Sahib is treated, with a simple explanation of why it is treated in these ways. Raise questions about issues that cause people to wonder and to have faith. Make links with religious teachings and their personal experiences. 	<ul style="list-style-type: none"> Describe nam japna, kirat karni and vand chhakna and at least one other value important to Sikhs. Describe at least two challenges of belonging to a religious community and at least two reasons about why belonging to that community can also be valuable. Make links with religious teachings and their personal experiences. Raise questions about issues that cause people to wonder and to have faith. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Describe and explain the meaning of several aspects of the Amrit ceremony. Explain the significance of the decision to become an Amritdhari and the effect of that decision on future life. Be able to present thoughtfully and with respect their own and others' views, considering how these views have been formed. Explore how beliefs can impact on the big issues of the day (e.g. the environment, poverty, injustice).



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			<p>wider story of the Bible.</p> <ul style="list-style-type: none"> • 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. 	
	Who is Guru Nanak and why is he important to Sikh people?	What kind of world did Jesus want?	Exploring non-religious world views: Why do some humanists strive to make the world a better place?	How does Hadith guide Muslims through the journey of life?
Spring 1	<ul style="list-style-type: none"> • Give a clear, simple account of what stories of the Guru mean to Sikh people. • Choose and talk about a way in which following the Guru makes a difference for Sikh people. • Think, talk and ask questions about what can be inferred from Sikh stories about God 	<ul style="list-style-type: none"> • Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus. • Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. • Offer suggestions about what Jesus' actions towards the leper might 	<ul style="list-style-type: none"> • Identify some of the core values that motivate some humanists to strive to make the world a better place. • Give examples of ways in which humanist people or organisations try to help others. • Think, talk and ask questions about what motivates humanists to do good in the world, in the absence of 	<ul style="list-style-type: none"> • Give meanings for Hadith studied and explain how each affects Muslim beliefs. • Describe ways in which Hadith guide Muslim living. • Explain the importance of individual Hadith, and Hadith in general, for Muslims. Explain how and why Muslims use



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	<p>and Sikh ways of living.</p> <ul style="list-style-type: none"> • Make links with religious teachings and their personal experiences. 	<p>mean for a Christian.</p> <ul style="list-style-type: none"> • Make simple links between Bible texts and the concept of 'Gospel' (good news). • Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching. • Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly. 	<p>religious teachings / rules, and without belief in a higher power or an afterlife.</p>	<p>guidance from Hadith in their lives.</p>
	Why does Easter matter to Christians?	Why did Christians call the day Jesus died Good Friday?	What would Jesus do?	What difference does the resurrection make for Christians?
Spring 2	<ul style="list-style-type: none"> • Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. • Tell stories of Holy Week and Easter 	<ul style="list-style-type: none"> • Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'. 	<ul style="list-style-type: none"> • Know that Christians believe that the Gospel of Jesus is not just about setting a good example but also about healing 	<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



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	<p>from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 	<p>the damage done (by sin) in the world.</p> <ul style="list-style-type: none"> • Know a range of Jesus teachings and retell with increasing detail (e.g. the wise and foolish builder's/the sermon on the mount/the healing of the centurion's servant). • Relate biblical teachings to activities undertaken by Christian groups and by the church to bring these teachings to life in their churches and communities. • Know that although Gospel texts are fixed, the way that different Christians have interpreted them over the years and in different cultures will vary. 	<p>Incarnation and Salvation.</p> <ul style="list-style-type: none"> • 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
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		ideas of their own clearly	<ul style="list-style-type: none"> • Make links between personal beliefs and actions. • Understand how these can have an impact locally, nationally and internationally. 	<p>Friday and Easter Sunday.</p> <ul style="list-style-type: none"> • 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.
	When Jesus left what was the impact of Pentecost?	What do Muslims celebrate at Eid-ul-Fitr?	What does it mean if God is holy and loving?	How do the five pillars help Muslims express their faith?
Summer 1	<ul style="list-style-type: none"> • Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth. 	<ul style="list-style-type: none"> • State that in the month of Ramadan Muslims fast, which is called 'sawm'. • Describe how and why Muslims show 	<ul style="list-style-type: none"> • Identify some different types of biblical texts, using technical terms accurately. • Explain connections 	<ul style="list-style-type: none"> • Explain connections between the story of Moses and the concepts of freedom and



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	<ul style="list-style-type: none"> • Offer suggestions about what the description of Pentecost in Acts 2 might mean. • Give examples of what Pentecost means to some Christians now. 	<p>generosity at Eid-ul-Fitr.</p> <ul style="list-style-type: none"> • Reflect on how generosity can be of benefit to the person who gives as well as the person who receives. • Explain that 'sawm' is an Arabic word meaning 'fasting'. • Explain that Muslims fast during Ramadan to think about others and obey God. • Connect a generous action at Eid-ul-Fitr with the reason for fasting. 	<p>between biblical texts and Christian ideas of God, using theological terms.</p> <ul style="list-style-type: none"> • Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed. • Show how Christians put their beliefs into practice in worship. • Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own. 	<p>salvation, using theological terms.</p> <ul style="list-style-type: none"> • Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave. • Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others. • Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.
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	What do Muslims use when they pray?	How do the five pillars help Muslims express their faith?	Why is the Qur'an treated with such respect?	What will make our community a more respectful place?
Summer 2	<ul style="list-style-type: none">• State that Muslims aim to pray five times a day.• Describe how and why a prayer mat is helpful when Muslims pray alone and/or together.• Identify the Ka'aba and give a simple reason why Muslims face that direction when they pray.• Talk about how prayer mats can help Muslims to feel together and equal.	<ul style="list-style-type: none">• Identify and describe the concept of Ibadah.• Identify and describe how Ibadah is shown through the Five Pillars of Islam.• Raise questions and suggest answers about living by a set of pillars for Muslims, and whether there could be benefits for people who are not Muslims.	<ul style="list-style-type: none">• Identify and describe the importance for Muslims of the Birmingham Qur'an.• Describe thoughtfully two ways in which Muslims show the value they place on the Qur'an.• Discuss and express some ideas of their own about why Muslims love their sacred text.• Explain how learning about the Qur'an has challenged or inspired their own thinking and actions.• Make links between personal beliefs and actions. Understand how these can have an	<ul style="list-style-type: none">• Describe some of the religious diversity of our region, referring to people, places and events.• Identify similarities and differences in aspects of their lives with those of other people of different religions.• Be able to present thoughtfully and with respect their own and others' views, considering how these views have been formed.• Explore how beliefs can impact on the big issues of the day (e.g. the environment, poverty, injustice).



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			impact locally, nationally and internationally.	
Ways of knowing Explore: knowing about and understanding text, beliefs and context Relate: identify how actions of believers are impacted by beliefs	<p>I can make clear links with religious text and the concepts studied.</p> <p>I can discuss and offer opinions on what texts might mean to believers.</p> <p>I can identify the main characteristics of an act of worship and discuss the importance of worship for believers.</p> <p>I can show an understanding of how religious beliefs, ideas and feelings can be expressed in a variety of forms (e.g. symbols and art work representing the Trinity).</p>	<p>I can make clear links between religious text, beliefs and practices (e.g. The Last Supper, salvation and Communion).</p> <p>I can explore a wider variety of forms of religious literature found in a range of sacred books.</p> <p>I can show understanding of the ways of belonging to religions and what these involve (e.g. baptism)</p> <p>I can investigate some features of key religious festivals and celebrations and identify similarities and differences in how different faiths recognise key times.</p>	<p>I can outline the timeline of the 'big story' of the Bible, explaining the place within it of the core concepts studied.</p> <p>I can explain connections between key theological terms and religious texts.</p> <p>I can identify the influences on, and distinguish between, different viewpoints within the same religious or non-religious viewpoint (e.g. the range of beliefs about the creation of the world amongst Christians).</p> <p>I can understand the challenges a person may face when living out their faith in today's world</p>	<p>I can observe and interpret a wide range of ways in which a viewpoint or belief can be expressed.</p> <p>I can suggest meanings for religious texts and compare my ideas both within the class and also with ways in which people of faith interpret those texts.</p> <p>I can understand and explain the connection between religious text and what people of faith believe, how they behave in their own lives, in their faith communities and the view they have of the wider world.</p>
Personal knowledge Apply: understand and reflect upon how the learning can relate to our	<p>I can raise questions about issues that cause people to wonder and to have faith.</p>	<p>I can consider how the concept studied might make a difference to how we think, live and engage</p>	<p>I can make links between personal beliefs and actions.</p>	<p>I can explore how beliefs can impact on the big issues of the day (e.g. the environment, poverty, injustice).</p>



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own lives and the world around us	<p>I can make links with religious teachings and their personal experiences.</p> <p>I can ask questions about the significant experiences of key figures from religions studied.</p>	<p>with wider world around us.</p> <p>I can make links with religious teachings and what we see in the world around us (e.g. laws, legal system, acts of kindness).</p> <p>I can suggest ways that we may learn from the lives of key figures from religions studied.</p>	<p>I understand how these can have an impact locally, nationally and internationally.</p> <p>I can explain how the concepts studied have challenged or inspired their own thinking and actions.</p>	<p>I can present thoughtfully and with respect their own and others' views, considering how these views have been formed.</p>
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