Axminster Progression for RE

Strand	EYFS			KS1		Lower KS2		Upper KS2	
	2 year olds	3-4 year olds	ELG Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Establish their sense of self Feel confident when taken out around the local neighbourhood and enjoy exploring new places with their key person, (PSED).	Show interest in different occupations, (UW). Develop their sense of responsibility and membership of a community, (PSED). Become more outgoing with unfamiliar people, in the safe context of their setting, (PSED). Show more confidence in new social situations, (PSED). Understand gradually how others might be feeling. Bring these ideas into pretend play.	See themselves as a valuable individual. Talk about members of their immediate family and community, (PSED) Name and describe people who are familiar to them. (People within their community, such as delivery and shop staff, hairdressers, the police, the vicar, the fire service, nurses, doctors and teachers). Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. (Take children to places of worship and places of local importance to the community) (UW). (Invite visitors from different religious and cultural communities into the classroom to share their experiences with children). Express their feelings and consider the feelings of others, PSED. Build constructive and respectful relationships, PSED. Engage in non-fiction books, (C and L). Ask questions to find out more and to check they understand what has been said to them, (C and L). Articulate their ideas and thoughts in well-formed sentences, (C and L). Talk about the lives of the people around them and their roles in society, (UW). Make comments about what they have heard and ask questions to clarify their understanding, (C and L). Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary, (C and L). Show sensitivity to their own and to other's needs, (PSED). Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly, (PSED)..						
Making sense of beliefs				Identify core beliefs and concepts studied and give a simple description of what they mean	Identify core beliefs and concepts studied and give a simple description of what they mean	Identify and describe the core beliefs and concepts studied	Identify and describe the core beliefs and concepts studied	Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions	Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions
				Give examples of how stories show what people believe (e.g. the meaning behind a festival)	Give examples of how stories show what people believe (e.g. the meaning behind a festival)	Make clear links between texts/sources of authority and the key concepts studied	Make clear links between texts/sources of authority and the key concepts studied	Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts	Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts
				Give clear, simple accounts of what stories and other texts mean to believers.	Give clear, simple accounts of what stories and other texts mean to believers.	Offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers	Offer suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers	Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority	Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority
Understanding the impact				Give examples of how people use stories, texts and teachings to guide their beliefs and actions	Give examples of how people use stories, texts and teachings to guide their beliefs and actions	Make simple links between stories, teachings and concepts studied and how people live, individually and in communities	Make simple links between stories, teachings and concepts studied and how people live, individually and in communities	Make clear connections between what people believe and how they live, individually and in communities	Make clear connections between what people believe and how they live, individually and in communities
				Give examples of ways in which believers put their beliefs into practice	Give examples of ways in which believers put their beliefs into practice	Describe how people show their beliefs in how they worship and in the way they live	Describe how people show their beliefs in how they worship and in the way they live	Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures	Using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures
						Identify some differences in how people put their beliefs into practice	Identify some differences in how people put their beliefs into practice		
(F.1, 1.1 L2.3, U2.1)			Retell stories, talking about what they say about the world, God, human beings	Identify what a parable is			Make clear links between the story of Noah and the idea of covenant	Identify some different types of biblical texts, using technical terms accurately.	
			Say how and when Christians like to thank their Creator	Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father.			Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony	Explain connections between biblical texts and Christian ideas of God, using theological terms	
			Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world	Give clear, simple accounts of what the story means to Christians			Make links between the story of Noah and how we live in school and the wider world.	Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed.	
			Think about the wonders of the natural world, expressing ideas and feelings	Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others)				Show how Christians put their beliefs into practice in worship	
			Talk about what people do to mess up the world and what they do to look after it.	Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God)				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	
				Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas					
				Give a reason for the ideas they have and the connections they make.					
reation 1.2, L2.1, U2.2			Creation will be covered during some of the stories in EYFS		Retell the story of creation from Genesis 1:1–2.3 simply	Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'			Identify what type of text some Christians say Genesis 1 is, and its purpose.
					Recognise that 'Creation' is the beginning of the 'big story' of the Bible.	Make clear links between Genesis 1 and what Christians believe about God and Creation			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
					Say what the story tells Christians about God, Creation and their world	Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world			Make clear connections between Genesis 1 and Christian belief about God as Creator.
					Give at least one example of what Christians do to say thank you to God for Creation.	Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the earth – some specific ways)			Show understanding of why many Christians find science and faith go together
					Think, talk and ask questions about living in an amazing world	Describe how and why Christians might pray to God, say sorry and ask for forgiveness			Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.
					Give a reason for the ideas they have and the connections they make between the Christian/Jewish Creation story and the world they live in.	Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today			Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views
arnation F.2, 1.3, L2.3, U2.3			Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus	Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.	Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.		Recognise what a 'Gospel' is and give an example of the kinds of stories it contains	Explain the place of Incarnation and Messiah within the 'big story' of the Bible.	
			Recall simply what happens at a traditional Christian festival (Christmas)	Recognise that stories of Jesus' life come from the Gospels.	Understand that stories of Jesus' life come from the Gospels.		Offer suggestions about what texts about baptism and Trinity mean	Identify Gospel and prophecy texts, using technical terms	
			Talk about people who are special to them Decide what they personally have to be thankful for, giving a reason for their ideas Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like Weigh up how far the idea of Jesus as the 'Messiah' — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers Say what makes their family and friends speci	Give an example of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas	Give some examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas		Give examples of what these texts mean to some Christians today	Explain connections between biblical texts, Incarnation and Messiah, using theological terms	
			Retell religious stories, making connections with personal experiences	Decide what they personally have to be thankful for, giving a reason for their ideas	Decide what they personally have to be thankful for, giving reasons for their ideas		Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live	Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas	
				Think, talk and ask questions about Christmas for people who are Christians and for people who are not.	Think, talk and ask questions about Christmas for people who are Christians and for people who are not.		Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like	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 of Jesus as the 'Messiah' — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers	
Gospel 1.4, L2.4, U2.4			Some 'Gospel stories will be part of EYFS teaching		Tell stories from the Bible and recognise a link with the concept of 'Gospel' or good news.	Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus.		Identify features of Gospel texts (for example, teachings, parable, narrative).	
					Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.	Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.		Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts	
					Recognise that Jesus gives instructions to people about how to behave	Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian		Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives	
					Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless	Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways		Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives.	
					Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession)	Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas		Articulate their own responses to the issues studied, recognising different points of view	
					Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas.				
lvation F.3, 1.5, L2.5, U2.5			Recognise and retell stories connected with celebration of Easter	Recognise that Incarnation and Salvation are part of a 'big story' of the Bible.	Understand that Incarnation and Salvation are part of a 'big story' of the Bible.		Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live		Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.
			Say why Easter is a special time for Christians	Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).	Tell stories of Holy Week and Easter from the Bible and explain links with the idea of Salvation (Jesus rescuing people).		Offer informed suggestions about what the events of Holy Week mean to Christians		Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.
			Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc	Recognise that Jesus gives instructions about how to behave.	Understand that Jesus gives instructions about how to behave.		Give examples of what Christians say about the importance of the events of Holy Week		Suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts
			Talk about some ways Christians remember these stories at Easter	Give an example of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.	Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.		Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities		Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper
			Talk about ideas of new life in nature	Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.	Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.		Describe how Christians show their beliefs about Jesus in worship in different ways		Show how Christians put their beliefs into practice in different ways
			make connections with signs of new life in nature				Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.		Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.
									Articulate their own responses to the idea of sacrifice, recognising different points of view
ws 1.6, L2.10, U2.9			Units F.4 – F.6 will give opportunities to encounter Christians, Hindus, Jews and Muslims, as well as nonreligious responses and ways of living.	Recognise the words of the Shema as a Jewish prayer		Offer informed suggestions about the meaning of the Exodus story for Jews today		Identify and explain Jewish beliefs about God	
				Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah)		Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people		Give examples of some texts that say what God is like and explain how Jewish people interpret them	
				Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like		Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean.		Make clear connections between Jewish beliefs about the Torah and how they use and treat it	
				Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)		Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals)		Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws)	
				Make links between Jewish ideas of God found in the stories and how people live		Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities		Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between orthodox and progressive Jewish practice)	
				Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)		Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future.		Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today	
				Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas		Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas		Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today and articulate responses on how far they are valuable to people who are not Jewish	
				Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.					
slims 1.7, L2.9, U2.8			Units F.4 – F.6 will give opportunities to encounter Christians, Hindus, Jews and Muslims, as well as nonreligious responses and ways of living.		Recognise the words of the Shahadah and that it is very important for Muslims	Identify some beliefs about God in Islam, expressed in Surah 1.		Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. tawhid; Muhammad as the Messenger, Qur'an as the message).	
					Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, and give a simple description of what some of them mean	Make clear links between beliefs about God and ibadah (e.g. how God is worth worshiping; how Muslims submit to God)		Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on five pillars; hajj practices follow Give examples of how stories about the Prophet example of the Prophet)	
					Give examples of how stories about the Prophet show what Muslims believe about Muhammad	Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve.		Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art)	
					Give examples of how Muslims use the Shahadah to show what matters to them	Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque)		Give evidence and examples to show how Muslims put their beliefs into practice in different ways	
					Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)	Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims		Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Devon today	
					Give examples of how Muslims put their beliefs about prayer into action	Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas		Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims	
					Think, talk about and ask questions about Muslim beliefs and ways of living			Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views	
					Talk about what they think is good for Muslims about prayer, respect, celebration and selfcontrol, giving a good reason for their ideas				
					Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.				
red Places F.5, 1.8			Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God		Recognise that there are special places where people go to worship, and talk about what people do there	During LKS2 sacred places will feature in some of the other units e.g. in the Hindu units when looking at worship	During LKS2 sacred places will feature in some of the other units e.g. in the Hindu units when looking at worship	During UKS2 sacred places will feature in some of the other units e.g. visiting Mecca as part of U2.8	During UKS2 sacred places will feature in some of the other units e.g. visiting Mecca as part of U2.8
			Recognise that some religious people have places which have special meaning for them		Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean				
			Talk about the things that are special and valued in a place of worship		Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship				
			Talk about somewhere that is special to themselves, saying why		Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe				
			Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church		Give simple examples of how people worship at a church, mosque or synagogue				
			Express a personal response to the natural world.		Talk about why some people like to belong to a sacred building or a community.				
					Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas				

					Talk about what makes some places special to people, and what the difference is between religious and non-religious special places					
and the others **9** **the world better** **L2.12**			Units F.4 – F.6 will give opportunities to encounter Christians, Hindus, Jews and Muslims, as well as nonreligious responses and ways of living.	Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world		Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin)			Aspects of the world feature in the creation unit	
				Give an example of a key belief some people find in one of these stories (e.g. that God loves all people)		Make links between religious beliefs and teachings and why people try to live and make the world a better place				
				Identify a story or text that says something about each person being unique and valuable		Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek)				
				Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories		Describe some examples of how people try to live (e.g. individuals and organisations)				
				Give examples of how Christians and Jews can show care for the natural earth		Identify some differences in how people put their beliefs into action				
				Say why Christians and Jews might look after the natural world.		Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better				
				Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world		Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas				
				Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.		Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views				
onging **F4, 1.10**			Retell religious stories making connections with personal experiences	Recognise that loving others is important in lots of communities	Through all units children will develop their knowledge and the skills to articulate why/how people belong to different religions or belief groups.	Through all units children will develop their knowledge and the skills to articulate why/how people belong to different religions or belief groups.	Through all units children will develop their knowledge and the skills to articulate why/how people belong to different religions or belief groups.	Through all units children will develop their knowledge and the skills to articulate why/how people belong to different religions or belief groups.	Through all units children will develop their knowledge and the skills to articulate why/how people belong to different religions or belief groups.	
			Recall simply what happens at a traditional Christian infant baptism and dedication	Say simply what Jesus and one other religious leader taught about loving other people.						
			Recall simply what happens when a baby is welcomed into a religion other than Christianity.	Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean						
			Retell religious stories making connections with personal experiences	Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and nonreligious).						
			Share and record occasions when things have happened in their lives that made them feel special	Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences.						
				Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas						
gdom of God **L2.6, U2.6**			Units F.4 – F.6 will give opportunities to encounter Christians, Hindus, Jews and Muslims, as well as nonreligious responses and ways of living.	Children will begin to learn about Pentecost during collective worship and about beliefs in unit 1.1	Children will begin to learn about Pentecost during collective worship and about beliefs in unit 1.1		Make clear links between the story of Pentecost and Christian beliefs about the 'Kingdom of God' on earth.		Explain connections between biblical texts and the concept of the Kingdom of God.	
							Offer informed suggestions about what the events of Pentecost in Acts 2 might mean		Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations	
							Give examples of what Pentecost means to some Christians now		Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice	
							Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the Kingdom of God, and how Christians live now.		Show how Christians put their beliefs into practice in different ways	
							Describe how Christians show their beliefs about the Holy Spirit in worship		Relate the Christian 'Kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today.	
							Make links between ideas about the Kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas		Articulate their own responses to the idea of the importance of love and service in the world today	
dus and God **L2.7, U2.7**			Units F.4 – F.6 will give opportunities to encounter Christians, Hindus, Jews and Muslims, as well as nonreligious responses and ways of living.	There is no explicit teaching on Hinduism in KS1 but links are made during Hindu festival times	There is no explicit teaching on Hinduism in KS1 but links are made during Hindu festival times		Identify some Hindu deities and say how they help Hindus describe God		Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately.	
							Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God		Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live	
							Offer informed suggestions about what Hindu murtis express about God		Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha etc.	
							Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali)		Give evidence and examples to show how Hindus put their beliefs into practice in different ways	
							Identify some different ways in which Hindus worship		Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus.	
							Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today		Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view	
							Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas			
dus in Britain **L2.8**			Units F.4 – F.6 will give opportunities to encounter Christians, Hindus, Jews and Muslims, as well as nonreligious responses and ways of living.	There is no explicit teaching on Hinduism in KS1 but links are made during Hindu festival times	There is no explicit teaching on Hinduism in KS1 but links are made during Hindu festival times		Identify the terms dharma, Sanatana Dharma and Hinduism and say what they mean		Unit I2.8 will be built upon during unit U2.7 in UKS2	
							Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma)			
							Describe how Hindus show their faith within their families in Britain today (e.g. home puja).			
							Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali)			
							Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India			
							Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas			
ages of Life **.11** **e Gets Hard** **U2.12**			Units F.4 – F.6 will give opportunities to encounter Christians, Hindus, Jews and Muslims, as well as nonreligious responses and ways of living.	During unit 1.5 and 1.10 significant stages of life will be covered.	During unit 1.5 and 1.10 significant stages of life will be covered.		Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean.		Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life	
							Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today		Identify beliefs about life after death in at least two religious traditions, comparing and accounting for similarities and differences	
							Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean.		Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement)	
							Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals)		Give examples of ways in which beliefs about resurrection/judgement/ heaven/ karma/ reincarnation make a difference to how someone lives	
							Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism)		Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these	
							Raise questions and suggest answers about whether it is good for everyone to see life as journey, and to mark the milestones.		Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own	
							Make links between ideas of love, commitment and promises in religious and non-religious ceremonies.			
							Give good reasons why they think ceremonies of commitment are or are not valuable today			
Humanists and **Christians** **U2.10**			Units F.4 – F.6 will give opportunities to encounter Christians, Hindus, Jews and Muslims, as well as nonreligious responses and ways of living.	Other units will allow children to explore beliefs, the idea of good and bad and some of the values held by followers.	Other units will allow children to explore beliefs, the idea of good and bad and some of the values held by followers.	Other units will allow children to explore beliefs, the idea of good and bad and some of the values held by followers.	Other units will allow children to explore beliefs, the idea of good and bad and some of the values held by followers.	Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist)		
								Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God')		
								Make clear connections between Christian and Humanist ideas about being good and how people live		
								Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view		
								Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between orthodox and progressive Jewish practice)		
								Raise important questions and suggest answers about how and why people should be good		
								Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views		
Why believe in God **U2.11**			Unit F.1-F.3 will give EYFS pupils the opportunity to encounter a little of beliefs in the Christian God.						Define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs	
									Identify and explain what religious and nonreligious people believe about God, saying where they get their ideas from	
									Give examples of reasons why people do or do not believe in God	
									Make clear connections between what people believe about God and the impact of this belief on how they live	
									Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis)	
									Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging	
									Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not	
									Make connections between belief and behaviour in their own lives, in the light of their learning	
Special Places F6			Talk about some religious stories	'Special'/religious stories will be covered through many units.	'Special'/religious stories will be covered through many units.	'Special'/religious stories will be covered through many units.	'Special'/religious stories will be covered through many units.	'Special'/religious stories will be covered through many units.	'Special'/religious stories will be covered through many units.	
			Recognise some religious words, e.g. about God							
			Identify a sacred text e.g. Bible, Torah							
			Identify some of their own feelings in the stories they hear							
			Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked; what the Chanukah story teaches Jews about standing up for what is right), etc.							