



## RE Progression Document

Love  
 Courage  
 Hope



	Concept: Creation/Fall						
EYFS	Y1	Y2	Y2	Y3	Y4	Y5	Y6
<b>Why is the word 'God' so important to Christians?</b>	<b>Who made the world? (core)</b>	<b>What do Christians believe God is like? (digging deeper)</b>	<b>Who made the world? (digging deeper)</b>			<b>Creation and science: conflicting or complementary? (core)</b>	<b>Creation and science: conflicting or complementary? (digging deeper)</b>
<p>Know that the word God is a name.</p> <p>Know that Christians believe that God is the creator of the universe.</p> <p><b>Know that Christians believe God made our wonderful world and so we should look after it.</b></p>	<p><b>Retell the story of creation from Genesis 1:1–2:3 simply.</b></p> <p><b>Recognise that Christians believe that 'Creation' is the beginning of the 'big story' of the Bible.</b></p> <p>Give at least one example of what Christians do to say thank you to God for the Creation.</p> <p>Think, talk and ask questions about living in an amazing world.</p>	<p><b>Tell the key points of the story of Jonah from the Bible.</b></p> <p>Recognise a link with the concept of God.</p> <p>Give clear, simple accounts of what the text means to Christians.</p> <p><b>Give examples of ways in which Christians use the story of Jonah to guide their beliefs about God.</b></p> <p>Give examples of how Christians put their beliefs into practice in worship</p>	<p>Talk about what the creation story tells Christians about God, creation and the world.</p> <p><b>Recognise that people treat the world in positive and negative ways.</b></p> <p><b>Give reasons for whether God would be pleased/not pleased with the different ways people treat the world.</b></p> <p><b>Give examples of what Christians do to look after the world for God.</b></p>			<p>Identify what type of text some Christians say Genesis 1 is, and its purpose.</p> <p>Suggest what Genesis 1 might mean, and compare ideas with ways in which Christians interpret it, showing awareness of different interpretations.</p> <p>Make clear connections between Genesis 1 and the Christian belief about God as Creator.</p> <p><b>Understand why many Christians find science and faith go together.</b></p> <p>Identify key ideas arising from the study of Genesis 1 and comment on how far these are helpful or inspiring, justifying responses.</p>	<p>Identify the type of text that Psalm 8 is, and its purpose.</p> <p>Explain what Psalm 8 has to say about the idea of God as Creator and the place of humans in Creation.</p> <p>Make clear connections between Psalm 8 and some ways Christians respond to God as Creator.</p> <p><b>Respond to the idea that humans have great responsibility for the Earth.</b></p> <p>Weigh up how well humans are responding to this responsibility, taking into</p>



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		<p><b>Reflect on what can be learnt about God from the story of Jonah, exploring different ideas.</b></p>	<p><b>Reflect on how I and other people should treat the world.</b></p>			<p><b>Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.</b></p> <p>Know that some of this controversy is connected with the way in which the Genesis text is interpreted and the genre of writing it is considered to be; i.e. poetic account or historical account.</p> <p><b>Know that there are many scientists who are also Christians.</b></p>	<p>account religious and nonreligious viewpoints.</p> <p><b>Understand the significance of Psalm 8 for the Christian belief in stewardship.</b></p>
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Concept: Incarnation						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Why do Christians perform nativity plays at Christmas?</b>	<b>Why does Christmas matter to Christians? (core)</b>	<b>Why does Christmas matter to Christians? (digging deeper)</b>	<b>What is the trinity? (core)</b>	<b>What is the trinity? (digging deeper)</b>	<b>Was Jesus the Messiah? (core)</b>	<b>Was Jesus the Messiah? (digging deeper)</b>
<b>Know that Christians believe God came to Earth in human form as Jesus.</b>	<b>Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.</b>	Recognise that the Nativity is part of the 'big story' of the Bible.  <b>Know the story of the birth of Jesus and</b>	Identify the difference between a Gospel and a letter.	<b>Identify John 1 as part of a 'Gospel', noting some differences between John and the other Gospels.</b>	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 and the idea of Jesus as Messiah, using theological terms.



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<p><b>Know that Christians believe that Jesus came to show that all people are precious and special to God.</b></p> <p><b>Know that Christians celebrate Jesus' birth.</b></p>	<p><b>Recognise that stories of Jesus life come from the Gospels.</b></p> <p>Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas.</p> <p><b>Reflect on what they have to be thankful for at Christmas time.</b></p>	<p><b>recognise the link with Incarnation (that Jesus is 'God on earth').</b></p> <p><b>Give examples of ways in which Christians use the nativity story in churches and at home to celebrate Jesus' birth.</b></p> <p>Think, talk and ask questions about the Christmas story and the lessons they might learn from it (e.g. being kind and generous).</p>	<p>Suggest what texts about baptism and trinity might mean.</p> <p><b>Describe how Christians show their beliefs about God the Trinity in worship (e.g. baptism and prayer).</b></p> <p>Make links between some Bible texts studied and the idea of God in Christianity.</p> <p>Express own ideas about what the God of Christianity is like.</p>	<p>Give examples of what the texts studied might mean to some Christians today.</p> <p><b>Describe how Christians show their beliefs about God the Trinity in the way they live.</b></p> <p>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.</p>	<p><b>Show how Christians put their beliefs about Jesus' incarnation into practice in different ways in celebrating Christmas.</b></p> <p><b>Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.</b></p> <p>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.</p>	<p><b>Make clear connections between the texts and what Christians believe about Jesus as Messiah.</b></p> <p><b>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.</b></p> <p>Weigh up how far the world needs a Messiah, expressing own insights.</p>
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### Concept: Gospel

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
		What is the good news Jesus brings?	What kind of world did Jesus want? (core)	What kind of world did Jesus want? (digging deeper)	What would Jesus do?	



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		<p>Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news.</p> <p><b>Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.</b></p> <p>Recognise that Jesus gives instructions to people about how to behave.</p> <p><b>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.</b></p> <p><b>Give at least two examples of how Christians put these beliefs into practice in the Church community and their</b></p>	<p><b>Make links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.</b></p> <p><b>Suggest what Jesus' actions towards the leper might mean for a Christian.</b></p> <p>Make simple links between bible texts and the concept of Gospel (good news).</p> <p><b>Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching.</b></p> <p>Make links between the Bible stories studied and the importance of love in the world today, expressing some of their own ideas.</p>	<p><b>Identify the distinguishing features of a parable.</b></p> <p><b>Make clear links between the story of the Good Samaritan and the idea of the Gospel as 'good news'.</b></p> <p><b>Suggest some ideas about the meaning of the Good Samaritan story to Christians.</b></p> <p><b>Make simple links between the Good Samaritan story and the importance of charity in Christian life.</b></p> <p><b>Give examples of how Christians act to show that they are following Jesus.</b></p> <p>Make links between some of Jesus' teachings about how to live, and life in the world today, expressing some</p>	<p><b>Identify features of Gospel texts (e.g. teachings, parables, narratives).</b></p> <p>Suggest meanings of Gospel texts studied and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.</p> <p><b>Make clear connections between Gospel texts, Jesus' 'good news' and how Christians live in the Christian community and in their individual lives.</b></p> <p><b>Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.</b></p>	
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		<p><b>own lives (for example: charity or confession).</b></p> <p>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.</p>		<p>ideas of their own clearly.</p>		
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Concept: Salvation						
EYFS	Y1	Y2	Y3	Y4	Y5	Y6
<b>Why do Christians put a cross in an Easter garden?</b>	<b>Why does Easter matter to Christians? (core)</b>	<b>Why does Easter matter to Christians? (digging deeper)</b>	<b>Why do Christians call the day Jesus died 'Good Friday'? (core)</b>	<b>Why do Christians call the day Jesus died 'Good Friday'? (digging deeper)</b>	<b>What did Jesus do to save human beings? (core)</b>	<b>What did Jesus do to save human beings? (digging deeper)</b>
<p><b>Know that Christians remember Jesus' last week as Easter.</b></p> <p>Know that Jesus' name means 'He Saves'.</p>	<p>Respond to the Easter story with a thought or question.</p> <p>Explore emotions in relation to the story of Easter and say how different parts of the Easter story make them feel.</p>	<p>Recognise that salvation is part of the big story of the Bible.</p> <p><b>Tell stories of Holy Week and Easter and make a link with the idea of salvation (Jesus rescuing people).</b></p>	<p><b>Suggest what the texts about the entry into Jerusalem and the death and resurrection of Jesus might mean.</b></p> <p>Give example of what the texts studied</p>	<p><b>Suggest what the narrative of the Last Supper, Judas' betrayal and Peter's denial might mean.</b></p> <p>Give examples of what the texts studied might mean to some Christians.</p>	<p><b>Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.</b></p> <p>Suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts.</p>	<p><b>Explain connections between Isaiah 53, John 19 and the key concepts of Messiah, Sacrifice and Salvation, using theological terms.</b></p> <p>Suggest meanings for Isaiah 53 and John 19, and compare their ideas with ways in which Christians interpret these texts</p>



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<p><b>Know that Christians believe Jesus came to show God's love.</b></p> <p><b>Know that Christians try to show love to others.</b></p>	<p><b>Sequence the key events of Holy Week and Easter and retell the story simply.</b></p> <p><b>Give some examples of what is important to Christians at Easter and how they show their beliefs about Jesus' death and resurrection.</b></p> <p>Reflect on what the Easter story has to say about hope and/or heaven.</p>	<p><b>Talk about why Easter is important to Christians and give examples of ways that Christians show their beliefs about Jesus as a saviour in church worship.</b></p> <p><b>Reflect on what is the most important thing about Easter to Christians.</b></p> <p>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>	<p>mean to some Christians.</p> <p><b>Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.</b></p> <p><b>Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.</b></p> <p>Make links between some of the stories and teachings in the Bible and life in the world today, expressing some of their own ideas.</p>	<p><b>Make clear links between gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy communion.</b></p> <p><b>Describe how Christians show their beliefs about Jesus in their everyday lives.</b></p> <p>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 you think and live.</p>	<p><b>Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy communion/Lord's supper.</b></p> <p><b>Show how Christians put their beliefs into practice.</b></p> <p>Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.</p>	<p>as showing the idea of Jesus as a sacrifice.</p> <p><b>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.</b></p> <p>Weigh up how far the idea of sacrifice and the example of Jesus are inspiring in the world today and in their thinking.</p>
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### Concept: Kingdom of God

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
			<p><b>When Jesus left, what was the impact of Pentecost?</b></p>			<p><b>What kind of king is Jesus?</b></p>



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		<p><b>Make links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth.</b></p> <p>Suggest what the description of Pentecost in Acts 2 might mean.</p> <p><b>Give examples of what Pentecost means to some Christians now.</b></p> <p><b>Make simple links between the description of the day of the Pentecost in Acts 2, the Holy Spirit and the Kingdom of God and how Christians live their whole lives in their church communities.</b></p> <p>Make links between ideas about the Kingdom of God explored in the Bible and what people</p>		<p><b>Explain connections between biblical texts and the concept of the Kingdom of God- where God rules in human lives.</b></p> <p>Consider possible meanings for biblical texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.</p> <p><b>Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice, for example through receiving and practising forgiveness.</b></p> <p>Identify areas arising from their study of The Kingdom of God and comment on how far these are helpful or inspiring for the world today, justifying their responses.</p>
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			believe about following God in the world today, expressing some of their own ideas.			
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## Concept: People of God

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
				<b>What is it like to follow God?</b>		
				<p><b>Make clear links between the story of Noah and the idea of covenant.</b></p> <p>Make links between promises in the story of Noah and promises that Christians make at a wedding ceremony.</p> <p><b>Make links between the story of Noah and how we live in school and the wider world.</b></p>		





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				<p><b>Make links between People of God and how some Christians choose to live in their whole lives and in their church communities.</b></p> <p>Suggest answers about how far ideas of covenant, promises and following God might make a difference in the world today.</p>		
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Religion: Judaism						
Y1	Y1					
<b>Who is God to the Jews?</b>	<b>Is Shabbat important to Jewish children?</b>					
<p>Say how some important Jewish beliefs began.</p> <p>Retell the story of how Judaism began and say that Jews believe in one God.</p> <p>Talk about the Ten Commandments and explain the rules that Jews believe God wants us to live by.</p> <p>Tell a story about Abraham and Moses and say why these men are important to Jewish people today.</p> <p>Talk about an agreement Jewish people make with God and begin to explain why this is important.</p>	<p>Retell the creation story and how it relates to the Sabbath.</p> <p>Explain how Shabbat is celebrated.</p> <p>Talk about why a Jewish family might go to a synagogue to celebrate Shabbat.</p> <p>Say what happens on Shabbat.</p>					



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## Religion: Sikhi

		Y2	Y2			
		<b>Who is God to Sikhs?</b>	<b>Why do Sikhs admire their Gurus?</b>			
		<p>Retell the story of Guru Nanak and share a key message from the story about how Sikhs believe people should live.</p> <p>Explain what the Guru Granth Sahib is and why it is special to Sikhs.</p> <p>Explain 3 things Sikhs believe about God.</p> <p>Retell a story of the Sikh religion.</p> <p>Explain how Sikh beliefs can help them try and live a better life.</p>	<p>Identify the special qualities in Guru Nanak and share what made him a special leader.</p> <p>Identify the ten Gurus and share how their beliefs or actions contributed to the Sikh religion.</p> <p>Share how Guru Gobind Singh contributed to the Sikh religion and how his actions impact Sikhs today.</p> <p>Talk about the Sikh Gurus and share some of their beliefs.</p> <p>Reflect on Guru teachings and say</p>			



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			why these teachings may still be important to Sikhs today.			
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Religion: Sanatana Dharma						
				Y3	Y3	
				<b>Does visiting the Ganges make a person a better Sanatani?</b>	<b>What is the best way for a Sanatani to lead a good life?</b>	
				<p>Explain the Sanatani belief that Brahman is one supreme deity who is everywhere and in everything.</p> <p>Identify what actions Sanatanis might carry out in the river Ganges.</p> <p>Explain why Sanatanis might carry out certain actions in the river Ganges.</p>	<p>Explain the Sanatani beliefs in Karma, Atman and Moksha.</p> <p>Explain how a Sanatani might live a good life through prayer and dedication to God.</p> <p>Explain what some Sanatanis might believe about doing good for society.</p> <p>Identify how a Sanatani might lead a good life.</p> <p>Explain why they think some of these actions might be a better way than others.</p>	



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				<p>Describe a ritual that happens at the Ganges and explain why this is important and significant to Sanatanis.</p> <p>Explain how or why I think these actions might make somebody a better Sanatani.</p>		
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Religion: Islam						
Y4	Y4			Y6	Y6	
<b>Does praying at regular intervals help Muslims in their everyday lives?</b>	<b>Does completing a pilgrimage make a person a better Muslim?</b>			<b>What is the best way for a Muslim to show commitment to God?</b>	<b>How is the Qur'an vital to Muslims today?</b>	
<p>Discuss some reasons why Muslims might pray.</p> <p>Explain what parts of Muslim's life might be helped by regular prayer.</p>	<p>Consider what preparation might be needed to visit Makkah for Hajj.</p> <p>Explain what happens at different stages of Hajj.</p> <p>Explain how a Muslim might act and feel at</p>			<p>Explain why some reasons for prayer might be important to Muslims.</p> <p>Explain why helping the poor or needy might support a Muslim in showing commitment to God.</p>	<p>Explain why I think some events were important during the Night of Power.</p> <p>Explain some actions a Muslim might take to show respect to the Qur'an.</p> <p>Interpret some sayings from the Qur'an and understand there may be different interpretations.</p>	



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<p>Explain why Muslims might want to pray in a Mosque.</p> <p>Describe the Muslim prayer routine and where they might choose to pray and say why.</p> <p>Explain how Muslims might be helped in their everyday lives by regular prayer.</p>	<p>different stages of Hajj.</p> <p>Describe important places and actions on the Hajj.</p> <p>Consider if completing Hajj makes a person a better Muslim and say why or why not.</p>			<p>Explain how fasting might show commitment to God for a Muslim.</p> <p>Explain some of the ways that Muslims might show commitment to God.</p> <p>Identify which way I think is the best way for a Muslim to show commitment to God and say why.</p>	<p>Explain facts about the treatment of the Qur'an and how it was revealed.</p> <p>Explain how interpreting the Qur'an might be vital to how a Muslim chooses to live today.</p>	
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Religion: Buddhism						
		Y5	Y5			
		<b>What is the best way for a Buddhist to show commitment to their beliefs?</b>	<b>How are Buddhist teachings interpreted by believers?</b>			
		Explain why the Buddha might be thought of as a Jewel or Refuge by some Buddhists.	<p>Explain how Theravada Buddhists might put their beliefs into action.</p> <p>Explain how Mahayana Buddhists</p>			



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		<p>Explain how a Buddhist might show commitment to the Dhamma – the teachings of the Buddha.</p> <p>Explain how being part of the Sangha would help a Buddhist show commitment to their beliefs.</p> <p>Explain why the three Jewels or Refuges might be valuable to Buddhists.</p> <p>Identify which of the 3 Jewels or Refuges I think would help a Buddhist show commitment to their beliefs.</p>	<p>might put their beliefs into action.</p> <p>Explain how the Eightfold Path might be interpreted by a believer.</p> <p>Consider why some Buddhists teachings might be important in my life.</p> <p>Identify why the 5 Precepts and the Eightfold Path might be important to some Buddhists.</p> <p>Explain how Buddhist teachings might be interpreted by believers and say why this might be important or not.</p>			
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Early Years Foundation Stage – Other religions						
EYFS	EYFS	EYFS				
How do people celebrate?	What can we learn from stories?	What makes places special?				



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<p>Understand that the 1<sup>st</sup> of January is a time of celebration for many.</p> <p>Explore Persian and Chinese New Year.</p> <p>Understand how Holi is celebrated.</p>	<p>Understand that people learn from a variety of texts.</p>	<p>Explore special places around the world.</p> <p>Understand that a church is a special place of worship for Christians.</p> <p>Explore some aspects of a church.</p> <p>Understand that a mosque is a special place of worship for Muslims.</p> <p>Explore some aspects of a mosque.</p> <p>Understand that a synagogue is a special place of worship for Jews.</p> <p>Explore some aspects of a synagogue.</p>				
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