

Progression in RE

End of Year Expectations

RE Curriculum Intent

We follow the National Curriculum ensuring coverage of knowledge and skills using a range of resources to aid planning and delivery in RE that build on prior learning. The rationale behind this is to ensure our children are provided with opportunities to discuss, debate share views that educate children about the current world allowing them to develop as individuals, who are able to show responsibility and respect as future British Citizens. Our schools vision and education aims for RE are to provide a rigorous academic curriculum that is ambitious, challenging, enriching and inclusive. This is to encourage high aspirations in order to maximise progress and enable all pupils to experience the joy of success. As we are located in an area of high deprivation it is essential that they are provided with opportunities, enrichment and a range of world views in order to become aware of the current world and the variety of people within it. Our aims for RE also reflect the intent of the locally agreed syllabus which is to support pupils.

EYFS	Development Matters 2year-olds will be learning to:	Development Matters 3 & 4-year-olds will be learning to:	Development Matters Children in Reception will be learning to:	Statutory Framework Early Learning Goals
Development Matters and Statutory ELGs are not the EYFS curriculum. This outlined a top-level view of how children develop and learn. Children's early learning is not neat and orderly, as such these are used as a pathway to help practitioners assess each child's level of development and make informed decisions about what a child needs to learn and be able to do next.				
PSED	<ul style="list-style-type: none"> Establish their sense of self. Express preferences and decisions. They also try new things and start establishing their autonomy. Thrive as they develop self-assurance. 	<ul style="list-style-type: none"> Develop their sense of responsibility and membership of a community. 	<ul style="list-style-type: none"> See themselves as a valuable individual. Build constructive and respectful relationships. Express their feelings and consider the feelings of others. 	Building Relationships: <ul style="list-style-type: none"> Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.
Understanding the World	<ul style="list-style-type: none"> Thrive as they develop self-assurance. Make connections between the features of their family and other families. Notice differences between people. 	<ul style="list-style-type: none"> Continue developing positive attitudes about the differences between people. Begin to understand the need to respect and care for the natural environment and all living things. 	<ul style="list-style-type: none"> Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. 	People Culture and Communities: <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. Past and Present: <ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society.

Area	Knowing about and understanding religions and worldviews		Expressing and communicating ideas related to religions and worldviews	
	Values	Living Religious Traditions	Shared Human Experience	Search for Personal Meaning
Year 1				
Year 1	Christianity			
	<ul style="list-style-type: none"> Pupils will know that Christians believe in one God who created the world and humanity. They should be able to give examples of Christian beliefs about God, including the belief that God is like a father – a loving God who cares for his creation. They should be able to suggest ways in which Christians might believe that God cares for humanity. Pupils will know that Jesus is special to Christians – that he is regarded as more than just a man. They should be able to retell a simple version of the accounts of the birth of Jesus. Pupils should be able to give examples of titles that Christians might use when talking about Jesus – eg. Saviour, Light of the World, Christ, Son of God. 	<ul style="list-style-type: none"> Pupils should know that Christians express their beliefs about God through activities such as prayer and celebrating Christian festivals (eg. Christmas). They should be able to suggest what makes these activities religious. They should know that Christians believe the world is God’s creation and so should be treated with respect. They should know that Christmas is a special religious time for Christians, a time to celebrate the birth of Jesus. They should be able to give examples of religious activities that might be done as part of the Christmas celebrations 	<ul style="list-style-type: none"> Pupils should be able to identify and talk about different types of human communities and the things that unite communities. They should be able to talk about the importance of belonging and the different ways that humans express their belonging to a community. They should be able to talk about why some things are particularly special and valued. They should be able to suggest non-materialistic things that are important to humans such as family, love, babies, light, and hope. They should be able to give examples of things that really matter to humans and suggest why. 	<ul style="list-style-type: none"> They should be able to give examples of communities that they belong to and their own sense of identity and belonging as part of a community (eg. the school community, the family). They should be able to talk about their own values and suggest how these might affect their behaviour. They should be able to identify the people who matter to them and suggest why some relationships are special. They should be able to give examples of things that they are grateful for and talk about ways that they show their gratitude
Hinduism				
<ul style="list-style-type: none"> Pupils should know that Hinduism teaches that there is one God in many forms and that God is present in all living things. Know that Hindus believe that God is present in all living things suggest what Hindus might learn about God e.g from the story of the blind men and the elephant. Pupils should know that some people do not believe in a God or are uncertain – and that these people might look for alternative explanations for the existence of the universe, eg. from scientific theories. 	<ul style="list-style-type: none"> They should be able to suggest why worship might be important to a Hindu. Children should be able to talk about how and why Hindus might use statues and images (murtis) in their worship. Children should be able to suggest symbolic meanings expressed in some Hindu images. 	<ul style="list-style-type: none"> Children should be able to talk about the different ways that people can be seen and described. They should be able to give examples of how people might take on different roles and responsibilities in different settings. Pupils should know that many people (religious and non-religious) believe it is important to be a good person, to care for the world and to think carefully about how they behave towards others. 	<ul style="list-style-type: none"> Reflect on how others might see them talk about the different roles that they might have (friend, child, brother/sister etc.) They should be able to identify people who have influenced them. They should be able to ask relevant questions and talk about their own beliefs, values and identity and those of others. 	

	Islam			
	<ul style="list-style-type: none"> • Pupils should know that Muslims believe in one God (Allah) and that submission (obedience) to God is an important part of Islamic life. • They should know that Muslims believe that God created the world and everything in it. • Children should be able to talk about why Muslims might value the natural world. 	<ul style="list-style-type: none"> • They should know that Muslims believe the world is God’s creation and so needs to be cared for. • They should be able to suggest ways that Muslims might care for the world. • They should know that Islam teaches that humans should be caretakers (stewards/Khalifahs) of the planet. • Children should be able to suggest how Muslims might show respect for God by caring for the natural world 	<ul style="list-style-type: none"> • They should be able to talk about the importance of belonging and the different ways that humans express their belonging to a community. • They should be able to talk about why some things are particularly special and valued. • Pupils should be able to raise questions and talk about the ways that humans use the planet. • They should be able to talk about our shared human responsibility to look after the world. • They should be able to talk about the ways that collective actions can make a difference, and how this can also unite communities. 	<ul style="list-style-type: none"> • Reflect on how they treat the natural world – and if they have a duty to look after it. • They should be able to talk about their own values and suggest how these might affect their behaviour. • They should be able to talk about things that they do because they should (i.e. recognise a sense of duty).
Year 2				
Year 2	Christianity			
	<ul style="list-style-type: none"> • Pupils should be able to identify core beliefs and values that unite Christianity (eg. belief in one God, belief in Jesus Christ). • They should be able to talk about what is meant by the Church family. • They should be able to talk about why some Christians might think it is important to come together to worship God. • They should know that some Christians perform infant baptism as a sign of welcoming a child into the Church family. 	<ul style="list-style-type: none"> • Pupils should be able to suggest why Christians might want to be part of a church community, to worship with others, to have their children baptised. • They should be able to identify symbols, images and actions that are used in Christian worship e.g the cross as a Christian symbol. • They should know the basic features of a church and be able to talk about what happens at an infant baptism and suggest the deeper meaning of the rituals involved. 	<ul style="list-style-type: none"> • Pupils should be able to identify and talk about different types of human communities and the things that unite communities. • They should be able to talk about the importance of belonging and the different ways that humans express their belonging to a community. • They should be able to talk about why some things are particularly special and valued. • They should be able to suggest non-materialistic things that are important to humans such as family, love, babies, light, and hope. • They should be able to give examples of things that really 	<ul style="list-style-type: none"> • Pupils should be able to talk about their own identity and the different roles and responsibilities that they may have. • They should be able to give examples of communities that they belong to and their own sense of identity and belonging as part of a particular community (eg. the school community, the family). • They should be able to give examples of how they shown commitment to the people and communities that important in their lives. • They should be able to talk about their own values and suggest how these might affect their behaviour.

			<p>matter to humans and suggest why.</p> <ul style="list-style-type: none"> • They should know what is meant by the term symbol and symbolise and be able to give religious and non-religious examples. • Pupils should be able to raise questions and talk about the ways that humans use the planet. • They should be able to talk about our shared human responsibility to look after the world. • They should be able to talk about the ways that collective actions can make a difference, and how this can also unite communities. 	<ul style="list-style-type: none"> • They should be able to identify the people who matter to them and suggest why some relationships are special. • They should be able to give examples of things that they are grateful for and talk about ways that they show their gratitude. • They should be able to talk about things that they do because they should (i.e. recognise a sense of duty)
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Hinduism

	<ul style="list-style-type: none"> • Pupils should know that Hinduism teaches that there is one God (Brahman) in many forms and that God is present in all living things. • They should know that these forms (the deities) have different qualities and are portrayed in different ways. • They should be able to name some of the different deities that Hindus might worship and talk about how the qualities of these deities are expressed in imagery. • They should suggest why Hindus might believe that it is important to show devotion to the deities. 	<ul style="list-style-type: none"> • They should be able to describe how and why Hindus might worship at home (shrine) and in the Mandir as well as why worship in the home might be important. • They should be able to identify and explain symbolic aspects of worship. • Pupils should be able to identify items that might be used in Hindu worship eg. arti lamp, items from a puja tray. • They should be able to suggest why worship might be important to a Hindu. 	<ul style="list-style-type: none"> • Pupils should be able to talk about the complexity of identity. • They should be able to give examples of how people might take on different roles and responsibilities in different settings. • They should ask questions about how and why humans might change their roles and identity over the course of their life. • Pupils should know that many people (religious and non-religious) believe it is important to be a good person, to care for the world and to think carefully about how they behave towards others. • They should think about the beliefs and values that might be important to all humans and suggest how these might influence the behaviour of individuals and communities. 	<ul style="list-style-type: none"> • They should be able to talk about the way that they are able to change and adapt according to the situation and the people they are with. They should be able to identify times when this is helpful and why it is sometimes important to take on new roles and responsibilities. • They should be able to ask relevant questions and talk about their own beliefs, values and identity and those of others. • Pupils should be able to make comparisons with their own beliefs and values and those of the religions and beliefs that they have studied. • They should be able to identify people who have influenced them and talk about the effect this has on their ideas and attitudes towards what matters.
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Islam

	<ul style="list-style-type: none"> • Pupils should know that Muslims believe in one God (Allah) and that submission (obedience) to God is an important part of Islamic life. • They should know that Muslims believe that God created the world and everything in it. • Children should be able to suggest why Muslims believe that it is important to respect God. <p>Should be able to talk about why Muslims would want to show their gratitude to God</p>	<ul style="list-style-type: none"> • They should know that Muslims believe the world is God’s creation and so needs to be cared for. • They should be able to suggest ways that Muslims might care for the world. • They should know that prayer is an important part of Muslim life and a way of showing obedience and gratitude to God. • They should be able to identify that Islamic beliefs about God motivate most Muslims to pray on a regular basis. • They should be able to describe the rituals of Islamic prayer (salah), including wudhu and use of a prayer mat. • Should suggest how making time for the five daily prayers is an act of submission. 	<ul style="list-style-type: none"> • Talk about the ways in which shared rituals might unite communities (make links with the way that the Islamic community – the Ummah – is united by prayer) identify ways in which humans show their gratitude. • They should think about the beliefs and values that might be important to all humans and suggest how these might influence the behaviour of individuals and communities. 	<ul style="list-style-type: none"> • Talk about the things they do on a regular basis as a sign of their commitment and belonging reflect on who they should be grateful to and how they show this. • They should be able to identify people who have influenced them and talk about the effect this has on their ideas and attitudes towards what matters.
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Year 3

Christianity

Year 3	<ul style="list-style-type: none"> • Children will know that Jesus is regarded as God incarnate. • They should be able to retell some of the key teachings of Jesus (eg. The Parable of the Good Samaritan) and some of the main events in his life (birth, miracle stories, death and resurrection) and explain how these might guide a Christian today. • They should know what is meant by discipleship and be able to explain why some people became disciples. • They should know about the people who became disciples of Jesus – and suggest why these people decided to follow Jesus. 	<ul style="list-style-type: none"> • Children should be able to explain how Christian festivals link with events from the life of Jesus (Advent, Christmas, Lent, Easter). • They should be able to give examples of religious activities that might be done as a reminder of the religious message of the celebration. • They should be able to explain how and why Christians might put the teachings and example of Jesus into action – eg. through showing love for all, mission and through charity work etc. • Children should be able to explain how Christians might remember 	<ul style="list-style-type: none"> • They should know what is meant by the term symbol and be able to explain religious and non-religious examples. • Should talk about what it means to have charisma. • Children should be able to describe what makes a good leader and why people might want to follow him/her. • Should discuss what motivates people to want to make a difference. • They should be able to discuss the beliefs and values that might be important to all humans and suggest how these might 	<ul style="list-style-type: none"> • Pupils should be able to make comparisons with their own beliefs and values and those of the religions and beliefs that they have studied. • Reflect on their own leadership abilities and discuss their own desires to make a difference in the world/in their communities. • Pupils should demonstrate an increasing self-awareness in their own personal development and in their ability to express their own beliefs, values and commitments.
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	<ul style="list-style-type: none"> • They should identify beliefs and values within religious teachings (eg. 'Follow me and I will make you fishers of men' – Matt 4:19) 	<p>the life and sacrifice of Jesus through religious traditions such as pilgrimage and the Eucharist.</p> <ul style="list-style-type: none"> • Should be able to describe the work of one Christian organisation that aims to help people, and how this work is an expression of their Christian beliefs. 	<p>influence the behaviour of individuals and communities.</p>	
Hinduism				
	<ul style="list-style-type: none"> • Should understand the importance of duty and commitment to many religions. • They should know that following dharma (religious duty) is an important part of Hindu life suggest the impact of belief in dharma, particularly the belief that there are three 'debts' – duty owed to God/the deities, duty owed to teachers, and duty owed to family. • They should know about the concept of dharma and how Hindus might find guidance about their dharma from the stories that are celebrated at festivals such as Diwali and Holi. 	<ul style="list-style-type: none"> • Children should be able to describe how and why Hindus might celebrate Raksha Bandhan. • Identify aspects of the celebration which remind Hindus of their dharma. • Identify religious teachings contained within a Hindu story – and suggest how these stories might be used to teach Hindu children about dharma (eg. What teachings about duty to family are expressed in the story of Rama and Sita?) 	<ul style="list-style-type: none"> • Identify sources of authority and inspiration. • Consider what our 'duties' as human beings are. • Pupils should know that many people (religious and non-religious) believe it is important to be a morally good person, to care for the world and to think carefully about how they behave towards others. • They should be able to discuss the beliefs and values that might be important to all humans and suggest how these might influence the behaviour of individuals and communities. 	<ul style="list-style-type: none"> • Reflect on their own duties – to themselves, to their families, to their communities. • Discuss who or what they follow – and why. • Pupils should demonstrate an increasing self-awareness in their own personal development and in beliefs, values and commitments.
Islam				
	<ul style="list-style-type: none"> • Children should understand the importance of founders and leaders for religious communities. • They should identify Islamic beliefs and values contained within the story of the life of the Prophet Muhammad (pbuh) • Describe how a Muslim might try to follow the teachings and example of the Prophet Muhammad (pbuh). • Pupils should know that Muslims believe in one God (Allah) and that 	<ul style="list-style-type: none"> • Children can describe and give reasons for the Islamic practice of Zakat. • Children can suggest why charity might be important to a Muslim – and the different ways that a Muslim might try to be charitable. • They should know that Muslims believe the world is God's creation and that this should lead them to care for the world and act charitably towards all people 	<ul style="list-style-type: none"> • Children can identify characteristics of a good role model. • They should be able to discuss how good role models can have a positive impact on individuals, communities and societies. • They should know what is meant by the term symbol and be able to explain religious and non-religious examples. 	<ul style="list-style-type: none"> • Children can reflect on their own aspirations for themselves and others. • Children should ask questions and suggest answers about how they can try to make the world a better place. • Pupils should be able to make comparisons with their own beliefs and values and those of the religions and beliefs that they have studied.

	<p>submission (obedience) to God is an important part of Islamic life.</p> <ul style="list-style-type: none"> • They should know why the Prophet Muhammed is important to Muslims. 		<ul style="list-style-type: none"> • Pupils should be able to raise questions about the ways that humans use the planet. • They should be able to discuss our shared human responsibility to look after the world. • They should be able to explain ways that collective actions can make a difference, and how this can also unite communities. 	
Year 4				
Christianity				
Year 4	<ul style="list-style-type: none"> • Children will have explored different Christian beliefs about the Bible as the word of God. • They should be able to explain why the Bible can be described as a library and give examples of the different types of writings found in the Bible. • They can describe why some Christians might view the Bible as an important source of authority and moral guidance. • They should be able to explain how and why Christians have different views about and interpretations of the Bible. • They should be able to apply this knowledge to analyse the teachings of Genesis 1 and Genesis 3 (Creation and the Fall). • They should be able to explain how these teachings might influence Christian beliefs and values about caring for the world and responses to sin and temptation. 	<ul style="list-style-type: none"> • Children can explain why Christians might have different views about how to interpret and apply the Bible. • They should explain why Christians might also look to other sources of authority when making decisions about how to live (eg. church leaders, prayer, conscience). • They should know why the Bible is important to Christians and how it might be used as a source of wisdom and guidance. • They should be aware of other sources of authority (e.g. church leaders, prayer, conscience) and how these might guide a Christian in their life. 	<ul style="list-style-type: none"> • Children will discuss why people might have different views about what is right and wrong – and where these views might come from. • They can describe the different sources of authority that humans might look to when making decisions about how to live their lives. • They should be able to explain why some aspects of human experience are particularly valuable. • They should be able to suggest non-materialistic things that are important to humans. • They should be able to give examples of things that really matter to humans and explain why. • They should know what is meant by the term symbol and be able to explain religious and non-religious examples. 	<ul style="list-style-type: none"> • Children should reflect on their own understanding of morality and where it comes from raise questions and discuss responses to different ideas about how to live well.
Hinduism				
	<ul style="list-style-type: none"> • Children will have explored teachings about good and evil in the story of Rama and Sita. 	<ul style="list-style-type: none"> • They can use subject specific language to describe how and why Hindus celebrate Diwali. 	<ul style="list-style-type: none"> • They can discuss (with relevant examples) the importance of the belief that good overcomes evil. 	<ul style="list-style-type: none"> • Pupils should demonstrate an increasing self-awareness in their own personal development and in

	<ul style="list-style-type: none"> Children can describe what moral guidance Hindus might gain from the story of Rama and Sita. They should make links between the actions of Rama and the belief that he is an avatar of Vishnu, appearing on earth to destroy evil and uphold dharma. They should know about the concept of dharma and how Hindus might find guidance about their dharma from the stories that are celebrated at festivals such as Diwali. 	<ul style="list-style-type: none"> They should explain the importance of light in the Diwali celebrations, and how this is a symbol of good overcoming evil. Children should be able to describe how and why Hindus might worship and explain symbolic aspects of worship and rituals e.g Diwali. 	<ul style="list-style-type: none"> Children should suggest people, words or stories that might be inspiring when trying to overcome difficulties in life. They should know what is meant by the term symbol and be able to explain religious and non-religious examples. Pupils should know that many people (religious and non-religious) believe it is important to be a morally good person, to care for the world and to think carefully about how they behave towards others. They should be able to discuss the beliefs and values that might be important to all humans and suggest how these might influence the behaviour of individuals and communities. 	<p>their ability to express their own beliefs, values, and commitments.</p> <ul style="list-style-type: none"> Children will reflect on their own concept of 'goodness'. Children can discuss what gives them hope during difficult times.
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Islam

	<ul style="list-style-type: none"> Children will have explored Islamic teachings about Ramadan from the Qur'an and should be able to make links between Islamic values and the beliefs explored so far in their study of Islam. They should be able to explain why the Qur'an is so important Muslims and how it might be used as a source of guidance. 	<ul style="list-style-type: none"> Children should use subject specific language to describe how and why Muslims fast at Ramadan. Children should be able to explain the importance of Ramadan in the context of the Five Pillars of Islam consider the impact that fasting might have on individuals, families and communities. They should know that the Five Pillars are an important part of life for many Muslims and a way of showing obedience and gratitude to God. Pupils should be able to explain symbolism and the deeper meaning of rituals such as those involved in wudhu, salah and Hajj. 	<ul style="list-style-type: none"> Children should be able to discuss (with relevant examples) the importance of showing commitment to a belief, value or community. They can consider and share the role of sacrifice within religion and communities. They should know what is meant by the term symbol and be able to explain religious and non-religious examples. 	<ul style="list-style-type: none"> Children reflect on their own beliefs, values and commitments consider and discuss how they demonstrate their personal commitments.
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Year 5				
Year 5	Christianity			
	<ul style="list-style-type: none"> Children can describe what Christians mean when they talk about one God in Trinity. They should identify the beliefs contained within the Apostle's Creed. They should explain why the Christian community (The Church) might want/need an agreed statement of belief. 	<ul style="list-style-type: none"> They can describe and explain the meaning of a range of symbols that might be used for the Trinity. Children should be able to explain how symbols might unite the worldwide Christian Church. Children can describe the role of places like Taizé where Christians from different backgrounds might come together to worship 	<ul style="list-style-type: none"> Children should consider and share what we mean by sources of authority. Give examples of sources of authority that might guide individuals and communities – and the value of these as guidance for life. They can discuss different responses to sources of authority. They should know what is meant by the term symbol and be able to explain religious and non-religious examples. 	<ul style="list-style-type: none"> Children should be able to raise meaningful questions about things that puzzle them. They should differentiate between questions that can be answered factually and those that have a range of answers, including personal beliefs and values.
	Hinduism			
	<ul style="list-style-type: none"> Children should make links between the story of Prince Prahlad and Hindu beliefs about devotion and loyalty. They should explain Hindu beliefs about Krishna and what stories about Krishna might teach Hindus. They should explain the Hindu belief that God is present in all people (through the atman) and the impact this might have on a believer. 	<ul style="list-style-type: none"> Can describe and explain a variety of ways that Hindus might celebrate the festival of Holi. They should suggest why there might be differences in the way that Hindu festivals are celebrated in India and how Hindu communities and individuals in the UK might celebrate. Children explain how Holi celebrations might express Hindu beliefs about equality. 	<ul style="list-style-type: none"> Children should be able to explain how festivals and celebrations might be helpful ways for communities and societies to pass on values, guidance and traditions. They should consider the different ways that myth and stories are and used. Can explain how a 'truth' might be contained within a story. They should know what is meant by the term symbol and be able to explain religious and non-religious examples. 	<ul style="list-style-type: none"> Children consider and share how they decide what is 'true' – and how there might be different types of truth (eg. empirical truth, historical truth, spiritual truth) discuss and debate things that they consider to be true that others might disagree with.
	Islam			
	<ul style="list-style-type: none"> Children explore Islamic beliefs about the Qur'an as the word of God. They can explain how and why the Qur'an is a source of guidance for life for a Muslim. They should explain the impact of believing that the Qur'an is divine revelation describe. 	<ul style="list-style-type: none"> Children can explain how and why Muslims might commemorate the Night of Power. Children should describe and explain a variety of ways that Muslims might show respect for the Qur'an – and how this symbolises their respect for God. 	<ul style="list-style-type: none"> Children can discuss where people might look to for guidance about how to live – consider a range of sources of wisdom and authority suggest when and why people might want guidance about how to live. 	<ul style="list-style-type: none"> Children discuss who or what has guided them in their own beliefs, values and commitments. Children should reflect on what 'ultimate authority' might mean for them.

	<ul style="list-style-type: none"> • They can explain what Muslims believe when they describe Muhammad (pbuh) as the seal of the prophets. 	<ul style="list-style-type: none"> • Explain how the teachings of the Qur'an might influence the actions and choices of a Muslim. 	<ul style="list-style-type: none"> • They should know what is meant by the term symbol and be able to explain religious and non-religious examples. 	
Year 6	Year 6			
	Christianity			
<ul style="list-style-type: none"> • They can retell the events leading up to and including the death of Jesus. • Children can explain how beliefs about the suffering, death and resurrection of Jesus might guide and comfort a Christian during difficult times in their own life. • Pupils will know that Jesus is regarded as God incarnate. • They should be able to retell some of the key teachings of Jesus (eg. The Parable of the Good Samaritan) and some of the main events in his life (birth, miracle stories, death and resurrection) and explain how these might guide a Christian today. • They should know what is meant by discipleship and be able to explain why some people became disciples. 	<ul style="list-style-type: none"> • Children can explain how and why Christian individuals and communities might celebrate the events of Holy Week. • They will use religious vocabulary to describe and explain the Eucharist. • They can explain different Christian beliefs about the Eucharist and its importance. • Pupils should be able to explain how Christian festivals link with events from the life of Jesus (Advent, Christmas, Lent, Easter). • They should be able to give examples of religious activities that might be done as a reminder of the religious message of the celebration. • Children should be able to explain how Christians might remember the life and sacrifice of Jesus through religious traditions such as pilgrimage and the Eucharist. 	<ul style="list-style-type: none"> • Consider how people might mature and become stronger through overcoming difficulties. • Consider the value of being part of a community on the 'journey of life'. • They should know what is meant by the term symbol and be able to explain religious and non-religious examples. • Pupils should know that many people (religious and non-religious) believe it is important to be a morally good person, to care for the world and to think carefully about how they behave towards others. • They should be able to discuss the beliefs and values that might be important to all humans and suggest how these might influence the behaviour of individuals and communities. • Pupils should know about different types of human communities and the things that unite communities. • They should be able to explain the importance of belonging and the different ways that humans express their belonging to a community. 	<ul style="list-style-type: none"> • Children should raise questions and discuss the extent to which they agree that 'suffering makes you stronger' • Children can and should discuss own experiences and attitudes towards the importance of having companionship on the journey of life • They should be able to take part in discussions about their own values and suggest how these might affect their behaviour. • They should be able to explain why some relationships are special and the qualities needed to maintain these relationships. • Children should be able to make comparisons with their own beliefs and values and those of the religions and beliefs that they have studied. • They should be able to identify their own sources of wisdom and authority - people, ideas and experiences that have influenced them and explain the effect this has on their ideas and attitudes towards what matters. • They should be able to discuss and debate the sources of guidance available to them and consider the value of differing sources of guidance. 	

Hinduism

<ul style="list-style-type: none"> • Children can analyse Hindu beliefs about samsara, karma and moksha and how these are linked explain how belief in reincarnation might affect the way in which some Hindu views the 'journey of life'. • They can explain how belief in Reincarnation and the law of karma might affect the way a Hindu life. • Pupils should know that Hinduism teaches that there is one God in many forms and that God is present in all living things. • They should know about some of the deities that Hindus might worship and how the qualities of these deities are expressed in through imagery and stories. • They should know about the concept of dharma and how Hindus might find guidance about their dharma from the stories that are celebrated at festivals such as Diwali and Holi. • Pupils should be able to explain Hindu beliefs about samsara, using religious vocabulary such as karma and moksha. 	<ul style="list-style-type: none"> • Children can describe and explain the four ashramas (stages of life) in the life of a Hindu. • They should explain how a person might change as they move from one ashrama to the next. • Children must consider the importance of the samskaras (rites of passage) in preparing a Hindu for the commitments of each ashrama. • Pupils should be able to describe how and why Hindus might worship and explain symbolic aspects of worship and rituals. • They should be able to explain why festivals (eg. Raksha Bandhan, Diwali, Holi) and rites of passage are important to individuals and the community and what Hindus might learn from these celebrations. 	<ul style="list-style-type: none"> • Children can discuss the special milestones that we might celebrate during a person's lifetime. • They can discuss how our rights, responsibilities and relationships with others might change as we go through life. • They should know what is mean by the term symbol and be able to explain religious and non-religious examples. • Pupils should know that many people (religious and non religious) believe it is important to be a morally good person, to care for the world and to think carefully about how they behave towards others. • They should be able to discuss the beliefs and values that might be important to all humans and suggest how these might influence the behaviour of individuals and communities. 	<ul style="list-style-type: none"> • Children can ask and respond thoughtfully to questions about their own journey of life – consider how events and influences so far have made them the person they are today and what has been important learning to prepare them for the future. • They should be able to identify their own sources of wisdom and authority - people, ideas and experiences that have influenced them and explain the effect this has on their ideas and attitudes towards what matters. • They should be able to discuss and debate the sources of guidance available to them and consider the value of differing sources of guidance.
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Islam

<ul style="list-style-type: none"> • Children can analyse the Five Pillars of Islam and how they are linked. • They can explain how the beliefs and values of Islam might guide a person through life. • They can explain the importance of the Ummah for Muslims and that this is a community of diverse members. • Pupils should know that Muslims believe in one God (Allah) and that submission (obedience) to God is an important part of Islamic life. 	<ul style="list-style-type: none"> • Children can describe and explain the importance of Hajj, including the practices, rituals and impact, • They should explain how a person might change once becoming a hajji. • Children should consider how important it is for a Muslim to go on hajj – and what this means for those who are unable to make the pilgrimage. • They should know that Muslims believe the world is God's 	<ul style="list-style-type: none"> • Discuss the various events that might happen on the journey of life and how people might change over the course of their life consider what support people might need on life's journey. • They should know what is meant by the term symbol and be able to explain religious and non-religious examples. 	<ul style="list-style-type: none"> • Ask and respond thoughtfully to questions about their own journey of life – consider how they have changed so far, how they will continue to change and the support and guidance that might be needed. • They should be able to identify their own sources of wisdom and authority - people, ideas and experiences that have influenced them and explain the effect this
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	<ul style="list-style-type: none"> • They should know why the Prophet Muhammed is important to Muslims. • Children should be able to explain what is meant by the Five Pillars of Islam and how these unite the Ummah. • They should be able to explain why the Qur'an is so important Muslims and how it might be used as a source of guidance. 	<p>creation and that this should lead them to care for the world and act charitably towards all people.</p> <ul style="list-style-type: none"> • They should know that the Five Pillars are an important part of life for many Muslims and a way of showing obedience and gratitude to God. • Pupils should be able to explain symbolism and the deeper meaning of rituals such as those involved in wudhu, salah and Hajj. 		<p>has on their ideas and attitudes towards what matters.</p> <ul style="list-style-type: none"> • They should be able to discuss and debate the sources of guidance available to them and consider the value of differing sources of guidance.
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