



RECEPTION

Early Learning Goals

ELG: Listening, Attention and Understanding

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers

ELG: Speaking

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

ELG: People, Culture and Communities

Children at the expected level of development will:

- 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;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

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	Making sense of beliefs	Understanding the impact	Making connections
	<p>Retell religious stories</p> <p>Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus</p> <p>Begin to identify why Easter and Christmas are special times for Christians</p> <p>Begin to recognise that for Christians, Muslims or Jews, Holy Buildings link to beliefs about God</p> <p>Recognise some religious words</p> <p>Identify a sacred text e.g. Bible, Torah</p>	<p>Recall simply what happens at a traditional Christian festival (Christmas)</p> <p>Recognise some symbols Christians use</p> <p>Recall simply what happens when a baby is welcomed into a religion e.g. Baptism and the Islamic Aqiqah ceremony</p> <p>Recognise that some religious people have places which have special meaning for them</p> <p>Talk about some of the things religious stories teach believers – friendship, right and wrong,</p>	<p>Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world</p> <p>Talk about what people do to mess up the world and what they do to look after it.</p> <p>Talk about people who are special to them.</p> <p>Share and record occasions when things have happened in their lives that made them feel special</p> <p>Talk about somewhere that is special to themselves, saying why</p> <p>Get to know and use appropriate words to talk about their thoughts and feelings</p> <p>Identify some of their own feelings in the stories they hear</p>

Study of Religions

Making sense of beliefs		
	Year 1	Year 2
Christianity	<p>KEY CONCEPT - God, Incarnation</p> <p>Identify what a parable is</p> <p>Simply tell the story of the Lost Son from the Bible and recognise links with the Christian idea of God as a forgiving father</p> <p>Give clear, simple accounts of what the story means to Christians</p> <p>Give clear, simple accounts of the story of Jesus’ birth and why Jesus is important to Christians</p> <p>Recognise that stories of Jesus’ life come from the Gospels</p> <p>Retell religious stories and begin to identify their importance for Christians</p>	<p>KEY CONCEPT - creation, gospel, salvation</p> <p>Begin to simply retell the story of creation from Genesis</p> <p>Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible</p> <p>Say what the story tells Christians about God, Creation and the world</p> <p>Tell stories from the Bible and recognise a link with the concept of ‘Gospel’ or ‘good news’</p> <p>Give clear, simple accounts of what Bible texts mean to Christians</p> <p>Recognise that Jesus gives instructions to people about how to behave</p> <p>Recognise that Incarnation and Salvation are part of a ‘big story’ of the Bible</p> <p>Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people)</p>
Islam	<p>KEY CONCEPT - God, tawhid, ibadah, iman</p> <p>Retell religious stories and begin to identify their importance for Christians and Muslims</p> <p>Begin to recognise the words of the Shahadah and that it is very important for Muslims</p> <p>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</p> <p>Give examples of how stories about the Prophet show what Muslims believe about Muhammad</p> <p>Identify objects used in worship by Muslims</p>	
Judaism		<p>KEY CONCEPT - God, Torah, the people</p> <p>Recognise the words of the Shema as a Jewish prayer</p> <p>Retell simply some stories used in Jewish celebrations (e.g. Chanukah)</p> <p>Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like</p>

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Study of Religions

Understanding the impact

	Year 1	Year 2
Christianity	<p>KEY CONCEPT - God, Incarnation</p> <p>Give examples of ways in which Christians show their belief in God as loving and forgiving.</p> <p>Give an example of how Christians put their beliefs into practice in worship</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>Give simple examples of how people worship at a church</p>	<p>KEY CONCEPT - creation, gospel, salvation</p> <p>Give at least one example of what Christians do to say ‘thank you’ to God for Creation</p> <p>Identify ways in which Christians follow the teachings studied about forgiveness and peace, and how they put these beliefs into practice in the Church community and their own lives (for example: charity, confession)</p> <p>Give at least three examples of how Christians show their beliefs about Jesus’ death and resurrection in church worship at Easter</p>
Islam	<p>KEY CONCEPT - God, tawhid, ibadah, iman</p> <p>Give examples of how Muslims use the Shahadah to show what matters to them</p> <p>Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions</p> <p>Begin to understand how Muslims put their beliefs about prayer into action</p> <p>Talk about ways in which stories, objects, symbols and actions used in churches and mosques show what people believe.</p> <p>Give simple examples of how people worship at a mosque</p>	
Judaism		<p>KEY CONCEPT - God, Torah, the people</p> <p>Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)</p> <p>Make links between Jewish ideas of God found in the stories and how people live</p> <p>Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)</p>

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Study of Religions

Making connections		
	Year 1	Year 2
Christianity	<p>KEY CONCEPT - God, Incarnation</p> <p>Think, talk and ask questions about whether they can learn anything from the parable of the Lost Son themselves, exploring different ideas</p> <p>Give reasons for the ideas they have and the connections they make</p> <p>Identify what they personally have to be thankful for, giving a reason for their ideas.</p> <p>Think, talk and ask questions about Christmas for people who are Christian and for people who are not</p>	<p>KEY CONCEPT - creation, gospel, salvation</p> <p>Think, talk and ask questions about living in an amazing world</p> <p>Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in</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 about how to live, giving a good reason for their ideas.</p> <p>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.</p> <p>Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.</p>
Islam	<p>KEY CONCEPT - God, tawhid, ibadah, iman</p> <p>Think, talk and ask questions about Muslim beliefs and ways of living</p> <p>Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas</p> <p>Think, talk and ask good questions about what happens in a church or mosque, giving good reasons for their ideas</p>	
Judaism		<p>KEY CONCEPT - God, Torah, the people</p> <p>Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas</p> <p>Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.</p>

Applying Knowledge and Deepening Understanding

Making sense of beliefs	
Year 1	Year 2
<p>Recognise that there are special places where people go to worship, and talk about what people do there</p> <p>Identify objects used in worship by Christians</p> <p>Identify a belief about worship and about God, connecting these beliefs simply to a place of worship</p> <p>Recognise that loving others is important in lots of communities</p> <p>Say simply what Jesus and one other religious leader taught about loving other people</p>	<p>Identify a story or text that says something about each person being unique and valuable</p> <p>Give an example of a key belief some people find in one of these stories (e.g. that God loves all people)</p> <p>Give a clear, simple account of what Genesis 1 tell Christians and Jews about the natural world</p>
Understanding the impact	
<p>Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe</p> <p>Give simple examples of how people worship at a church, mosque or synagogue</p> <p>Talk about why some people like to belong to a sacred building or a community</p> <p>Give an account of what happens at a traditional Christian or Muslim welcome ceremony, and suggest what the actions and symbols mean</p> <p>Identify two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious)</p>	<p>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</p> <p>Give examples of how Christians and Jews can show care for the natural earth</p> <p>Say why Christians and Jews might look after the natural world</p>
Making connections	
<p>Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what think about these questions, giving good reasons for their ideas</p> <p>Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.</p> <p>Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences</p> <p>Talk about what they think is good about being in a community, for people in faith communities and themselves, giving good reasons for their ideas</p>	<p>Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world</p> <p>Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.</p>

Study of Religions

Making sense of beliefs		
	Year 3	Year 4
Christianity	<p>KEY CONCEPTS - creation, people of God, gospel Make clear links between Genesis 1 and what Christians believe about God and Creation</p> <p>Recognise that the story of ‘the Fall’ in Genesis 3 gives an explanation of why things go wrong in the world</p> <p>Make clear links between the story of Noah and the idea of covenant</p> <p>Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus</p> <p>Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be ‘fishers of people’</p> <p>Suggest ideas and then find out about what Jesus’ actions towards outcasts mean for a Christian</p>	<p>KEY CONCEPTS - God, incarnation, salvation, Kingdom of God</p> <p>Recognise what a ‘Gospel’ is and give an example of the kinds of stories it contains</p> <p>Offer suggestions about what texts about baptism and Trinity mean to some Christians today</p> <p>Recognise the word ‘Salvation’, and that Christians believe Jesus came to ‘save’ or ‘rescue’ people, e.g. by showing them how to live</p> <p>Offer informed suggestions about what Christians say about the importance of the events of Holy Week</p> <p>Make clear links between the story of Pentecost and Christian beliefs about the ‘kingdom of God’ on Earth</p>
Islam		<p>KEY CONCEPTS - ibadah</p> <p>Identify some beliefs about God in Islam, expressed in Surah 1</p> <p>Make clear links between beliefs about God and ibadah (e.g. how God is worth worshiping; how Muslims submit to God)</p>
Judaism		<p>KEY CONCEPTS - God, Torah, the people</p> <p>Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean</p> <p>Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people</p> <p>Offer informed suggestions about the meaning of the Exodus story for Jews today</p>
Hinduism	<p>KEY CONCEPTS - Brahman, atman, dharma Identify some Hindu deities and say how they help Hindus describe God</p> <p>Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God</p> <p>Offer informed suggestions about what Hindu murtis express about God</p> <p>Describe how Hindus show their faith within their families in Britain today (e.g. home puja) and within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali)</p>	

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Understanding the impact

	Year 3	Year 4
Christianity	<p>KEY CONCEPTS - creation, people of God, gospel</p> <p>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)</p> <p>Describe how and why Christians might pray to God, say sorry and ask for forgiveness</p> <p>Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony</p> <p>Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways</p>	<p>KEY CONCEPTS - God, incarnation, salvation, Kingdom of God</p> <p>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</p> <p>Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities</p> <p>Describe how Christians show their beliefs about Jesus in worship in different ways</p> <p>Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now</p> <p>Describe how Christians show their beliefs about the Holy Spirit in worship</p>
Islam		<p>KEY CONCEPTS - ibadah</p> <p>Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve.</p> <p>Make links between Muslim beliefs about God and a range of ways in which Muslims worship</p>
Judaism		<p>KEY CONCEPTS - God, Torah, the people</p> <p>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)</p> <p>Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities</p>
Hinduism	<p>KEY CONCEPTS - Brahman, atman, dharma</p> <p>Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a home shrine; celebrating Diwali)</p> <p>Identify some different ways in which Hindus worship</p> <p>Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean</p> <p>Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma)</p>	

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Study of Religions

Making connections

	Year 3	Year 4
Christianity	<p>KEY CONCEPTS - creation, people of God, gospel</p> <p>Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today</p> <p>Make links between the story of Noah and how we live in school and the wider world.</p> <p>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</p> <p>Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/ destroy in the world today</p>	<p>KEY CONCEPTS - God, incarnation, salvation, Kingdom of God</p> <p>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.</p> <p>Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.</p> <p>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.</p>
Islam		<p>KEY CONCEPTS - ibadah</p> <p>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</p> <p>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.</p>
Judaism		<p>KEY CONCEPTS - God, Torah, the people</p> <p>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</p> <p>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.</p>
Hinduism	<p>KEY CONCEPTS - Brahman, atman, dharma</p> <p>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.</p> <p>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.</p>	

Applying Knowledge and Deepening Understanding

Making sense of beliefs	
Year 3	Year 4
<p>Identify some beliefs about why the world is not always a good place (e.g. Christian idea of sin)</p> <p>Make links between religious beliefs and teachings and why people try to live and make the world a better place</p>	<p>Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean</p> <p>Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today</p>
Understanding the impact	
<p>Make simple links between teachings about how to live and ways in which people try to make the world a better place</p> <p>Describe some examples of how people try to live (e.g. individuals and organisations)</p> <p>Identify some differences in how people put their beliefs into action</p>	<p>Describe what happens in ceremonies of commitment and say what these rituals mean</p> <p>Make simple links between beliefs about love and commitment and how people in at least two religious traditions live</p> <p>Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism)</p>
Making connections	
<p>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</p> <p>Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas</p> <p>Express their own ideas about the best way to make the world a better place, making links with religious ideas studied, giving good reason for their views</p>	<p>Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones</p> <p>Make links between ideas of love, commitment and promises in religious and non-religious ceremonies</p> <p>Give good reasons why they think ceremonies of commitment are or are not valuable today</p>

Study of Religions

Making sense of beliefs		
	Year 5	Year 6
Christianity	<p>KEY CONCEPTS - God, gospel, salvation</p> <p>Identify some different types of biblical texts, using technical terms accurately</p> <p>Explain connections between biblical texts and Christian ideas of God, using theological terms</p> <p>Identify features of Gospel texts (for example, teachings, parable, narrative), suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts</p> <p>Outline the ‘big story’ of the Bible, explaining how Incarnation and Salvation fit within it</p> <p>Explain what Christians mean when they say that Jesus’ death was a sacrifice</p>	<p>KEY CONCEPTS - creation, incarnation, Kingdom of God</p> <p>Identify what type of text some Christians say Genesis 1 is, and its purpose</p> <p>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</p> <p>Explain the place of Incarnation and Messiah within the ‘big story’ of the Bible</p> <p>Identify Gospel and prophecy texts, using technical terms</p> <p>Explain connections between biblical texts, Incarnation and Messiah, using theological terms</p> <p>Explain connections between biblical texts and the concept of the kingdom of God</p> <p>Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations</p>
Islam	<p>KEY CONCEPTS - tawhid, iman, ibadah</p> <p>Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur’an</p> <p>Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur’an guidance on Five Pillars; Hajj practices follow example of the Prophet)</p>	
Judaism		<p>KEY CONCEPTS – God, Torah</p> <p>Identify and explain Jewish beliefs about God</p> <p>Give examples of some texts that say what God is like and explain how Jewish people interpret them</p>
Hinduism		<p>KEY CONCEPTS – Karma, dharma, samsara, moksha</p> <p>Identify and explain Hindu beliefs using technical terms accurately</p> <p>Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc.</p>

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Study of Religions

Understanding the impact

	Year 5	Year 6
Christianity	<p>KEY CONCEPTS - God, gospel, salvation</p> <p>Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed</p> <p>Show how Christians put their beliefs into practice in different ways</p> <p>Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives</p> <p>Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper</p>	<p>KEY CONCEPTS - creation, incarnation, Kingdom of God</p> <p>Show understanding of why many Christians find science and faith go together</p> <p>Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas</p> <p>Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible</p> <p>Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice</p> <p>Explain in detail how Christians put their beliefs into practice in different ways</p>
Islam	<p>KEY CONCEPTS - tawhid, iman, ibadah</p> <p>Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art)</p> <p>Give evidence and examples to show how Muslims put their beliefs into practice in different ways</p>	
Judaism		<p>KEY CONCEPTS – God, Torah</p> <p>Make clear connections between Jewish belief about the Torah and how they use and treat it</p> <p>Make clear connections between Jewish commandments and how Jews live</p> <p>Give evidence and examples to show how Jewish people put their beliefs into practice in different ways</p>
Hinduism		<p>KEY CONCEPTS – Karma, dharma, samsara, moksha</p> <p>Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live</p> <p>Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc.</p> <p>Give evidence and examples to show how Hindus put their beliefs into practice in different ways</p>

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Making connections

	Year 5	Year 6
Christianity	<p>KEY CONCEPTS - God, gospel, salvation</p> <p>Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.</p> <p>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</p> <p>Articulate their own responses to the issues studied, recognising different points of view.</p> <p>Weigh up the value and impact of ideas of sacrifice in their own lives and the world today</p>	<p>KEY CONCEPTS - creation, incarnation, Kingdom of God</p> <p>Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses</p> <p>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.</p> <p>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.</p> <p>Relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today</p> <p>Articulate their own responses to the idea of the importance of love and service in the world today.</p>
Islam	<p>KEY CONCEPTS - tawhid, iman, ibadah</p> <p>Make connections between Muslim beliefs studied and Muslim ways of living in Britain/ Worcestershire today</p> <p>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</p> <p>Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.</p>	
Judaism		<p>KEY CONCEPTS – God, Torah</p> <p>Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today</p> <p>Consider and weigh up the value of 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.</p>
Hinduism		<p>KEY CONCEPTS – Karma, dharma, samsara, moksha</p> <p>Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus</p> <p>Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.</p>

Applying Knowledge and Deepening Understanding

Making sense of beliefs	
Year 5	Year 6
<p>Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist)</p> <p>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’)</p> <p>Define the terms ‘theist’, ‘atheist’ and ‘agnostic’ and give examples of statements that reflect these beliefs</p> <p>Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from</p> <p>Give examples of reasons why people do or do not believe in God</p>	<p>Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life</p> <p>Identify beliefs about life after death in at least two religious’ traditions, comparing and explaining similarities and differences</p>
Understanding the impact	
<p>Make clear connections between Christian and Humanist ideas about being good and how people live</p> <p>Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view</p> <p>Make clear connections between what people believe about God and the impact of this belief on how they live</p> <p>Give evidence and examples to show how Christians sometimes disagree about what God is like</p>	<p>Make clear connections between what makes people believe about God and how they respond to challenges in life (e.g. suffering, bereavement)</p> <p>Give examples of ways in which beliefs about resurrection/ judgement/heaven/ karma/reincarnation make a difference to how someone lives</p>
Making connections	
<p>Raise important questions and suggest answers about how and why people should be good</p> <p>Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views</p> <p>Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging</p> <p>Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not</p> <p>Make connections between belief and behaviour in their own lives, in the light of their learning</p>	<p>Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these</p> <p>Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own</p>

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