



# **Curriculum Progression in RE**

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## **BEAVER GREEN PRIMARY SCHOOL**

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>F1 (Term 1)</b> <b><u>Which stories are special and why?</u></b> Talk about some religious stories</p> <p>I can Recognise some religious words, e.g. about God</p> <p>I can Identify some of their own feelings in the stories they hear</p> <p>I can identify a sacred text e.g. Bible, Qur'an I can talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do</p> <p>I can talk about what Jesus teaches about saying 'thank you', and why it is good to thank and be thanked.</p>	<p><b>Who is Christian and what do they believe? 1.1</b></p> <p><b>Emerging:</b> I can talk about the fact that Christians believe in God and follow the example of Jesus (A1).</p> <p>I can recognise some Christian symbols and images used to express ideas about God (A3).</p> <p><b>Expected:</b> I can talk about some simple ideas about Christian beliefs about God and Jesus (A1).</p> <p>I can retell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2).</p> <p>I can talk about issues of good and bad, right and wrong arising from the stories (C3).</p> <p>I can ask some questions about believing in God</p>	<p><b>Who is Jewish and what do they believe? 1.3</b></p> <p><b>Emerging:</b> I can talk about the fact that Jewish people believe in God (A1).</p> <p>I can recognise that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat) (A3).</p> <p><b>Expected:</b> I can talk about how the mezuzah in the home reminds Jewish people about God (A3).</p> <p>I can talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1).</p> <p>I can retell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means (A2).</p> <p>I can ask some questions about believing in God and offer some ideas of their own (C1).</p> <p><b>Exceeding:</b> I can make links between some Jewish</p>	<p><b>L2.1 what do different people believe about God?</b></p> <p><b>Emerging:</b> I can Identify beliefs about God that are held by Christians, Hindus and/or Muslims (B1).</p> <p>I can retell and suggest the meanings of stories from sacred texts about people who encountered God (A1).</p> <p><b>Expected:</b> I can describe some of the ways in which Christians Hindus and/or Muslims describe God (A1).</p> <p>I can ask questions and suggest some of their own responses to ideas about God (C1).</p> <p>I can suggest why having a faith or belief in something can be hard (B2).</p> <p>I can identify how and say why it makes a difference in people's lives to believe in God (B1).</p> <p><b>Exceeding:</b> I can identify some similarities and differences between ideas about what God is like in different religions (B3).</p>	<p><b>L2.3 Why is Jesus inspiring to some people?</b></p> <p><b>Emerging:</b> I can ask questions raised by the stories and life of Jesus and followers today, and give examples of how Christians are inspired by Jesus (B1).</p> <p>I can suggest some ideas about good ways to treat others, arising from their learning (C3).</p> <p><b>Expected:</b> I can make connections between some of Jesus' teachings and the way Christians live today (A1).</p> <p>I can describe how Christians celebrate Holy Week and Easter Sunday (A1).</p> <p>I can identify the most important parts of Easter for Christians and say why they are important (B1).</p> <p>I can give simple definitions of some key Christian terms (e.g.</p>	<p><b>U2.1 Why do some people believe God exists?</b></p> <p><b>Emerging:</b> I can define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs (B1).</p> <p>I can give two reasons why a Christian believes in God and one why an atheist does not (A3).</p> <p><b>Expected:</b> I can outline clearly a Christian understanding of what God is like, using examples and evidence (A2).</p> <p>I can give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2).</p> <p>I can express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1).</p>	<p><b>U2.3 What do religions say to us when life gets hard?</b></p> <p><b>Emerging:</b> I can raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life (B1).</p> <p>I can give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation (A3).</p> <p><b>Expected:</b> I can express ideas about how and why religion can help believers when times are hard, giving examples (B2).</p> <p>I can outline Christian, Hindu and/or nonreligious beliefs about life after death (A1).</p> <p>I can explain some similarities and differences between beliefs about life after death (B2).</p> <p>I can explain some reasons why Christians</p>

	<p>and offer some ideas of their own (C1).</p> <p><b>Exceeding:</b> I can make links between what Jesus taught and what Christians believe and do (A2).</p> <p>I can respond thoughtfully to a piece of Christian music and a Bible text that inspired it (B1).</p>	<p>teachings and how Jewish people live (A2).</p> <p>I can express my own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways (C1)</p>	<p>I can discuss and present my own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts (C1).</p>	<p>gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2).</p> <p><b>Exceeding:</b> I can make connections between the Easter story of Jesus and the wider 'big story' of the Bible (creation, the Fall, incarnation, salvation) – see unit L2.2), reflecting on why this inspires Christians (A1).</p> <p>I can represent my own ideas about the most important attitudes and values to have today, making links with Christian values (C2).</p>	<p>I can present different views on why people believe in God or not, including my own ideas (C1).</p> <p><b>Exceeding:</b> I can explain how Christians sometimes disagree about what God is like, giving examples of how they interpret texts differently (B3).</p> <p>I can enquire into what some atheists, agnostics and theists say about God, expressing my own ideas and arguments, using evidence and examples (C1)</p>	<p>and Humanists have different ideas about an afterlife (B3).</p> <p><b>Exceeding:</b> I can explain what difference belief in judgement/heaven/karm a</p> <p>/reincarnation might make to how someone lives, giving examples (B1).</p> <p>I can interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding (B3).</p>
<p><b>F2 (Term 2)</b> <b><u>Which people are special and why?</u></b> I can talk about people who are special to me</p> <p>I can say what makes my family and friends special to me</p> <p>I can identify some of the qualities of a good friend</p>	<p><b>How and why do we celebrate special and sacred times? 1.6</b></p> <p><b>Emerging:</b> I can Identify a special time they celebrate and explain simply what celebration means (A1).</p> <p>I can talk about ways in which Jesus was a special person who</p>		<p><b>L2.5 Why are festivals important for religious communities?</b></p> <p><b>Emerging:</b> I can recognise and identify some differences between religious festivals and other types of celebrations (B2).</p> <p>I can retell some stories behind festivals (e.g. Christmas, Divali, Eid Ramadan (A2).</p>	<p><b>L2.5 Why are festivals important for religious communities?</b></p> <p><b>Emerging:</b> I can recognise and identify some differences between religious festivals and other types of celebrations (B2).</p> <p>I can retell some stories behind festivals (e.g. Pesach) (A2).</p>		

<p>I can reflect on the question 'Am I a good friend?'</p> <p>I can recall and talk about stories of Jesus as a friend to others</p> <p>I can recall stories about special people in other religions and talk about what we can learn from them.</p>	<p>Christians believe is the Son of God (A2).</p> <p><b>Expected:</b> I can Identify some ways Christians celebrate Christmas and Harvest</p> <p>I can retell stories connected with Christmas/Harvest and a festival in another religion and say why these are important to believers (A2). (Judaism as suggested)</p> <p>I can ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1). Judaism</p> <p>I can collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).</p> <p><b>Exceeding:</b> I can Suggest meanings for some symbols and actions used in religious celebrations, including</p>		<p><b>Expected:</b> I can make connections between stories, symbols and beliefs with what happens in at least two festivals (A2). Divali, Eid, Christmas</p> <p>I can ask questions and give ideas about what matters most to believers in festivals (e.g. Eid) (B2)</p> <p>I can identify similarities and differences in the way festivals are celebrated within and between religions (A3). Divali, Eid, Christmas</p> <p>I can explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).</p> <p><b>Exceeding:</b> I can discuss and present my own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media (C2). Divali, Eid, Christmas</p> <p>I can suggest how and why religious festivals are valuable to many people</p>	<p><b>Expected:</b> I can make connections between stories, symbols and beliefs with what happens in at least two festivals (A2). Easter, Pesach, Rosh Hashanah, Yom Kippur</p> <p>I can ask questions and give ideas about what matters most to believers in festivals (e.g. Easter (B2)</p> <p>I can identify similarities and differences in the way festivals are celebrated within and between religions (A3).</p> <p>I can explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).</p> <p><b>Exceeding:</b> I can discuss and present my own responses about the role of festivals in the life of Britain today, showing my understanding of the values and beliefs at the heart of each festival</p>		
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	<p>Christmas and Chanukah(A3).</p> <p>I can Identify some similarities and differences between the celebrations studied.</p>		<p>(B2). Ramadan, Eid, Divali, Christmas</p>	<p>studied, using a variety of media (C2). Easter, Pesach, Rosh Hashanah, Yom Kippur</p> <p>I can suggest how and why religious festivals are valuable to many people (B2). Easter, Pesach, Rosh Hashanah, Yom Kippur</p>		
<p><b>F3 (Term 3)</b> <b><u>What places are special and why?</u></b> I can talk about somewhere that is special to me, saying why</p> <p>I am aware that some religious people have places which have special meaning for them</p> <p>I can talk about the things that are special and valued in a place of worship</p> <p>I can identify some significant features of sacred places</p> <p>I can recognise a place of worship</p> <p>I can get to know and use appropriate words to</p>	<p><b>What makes some places sacred? 1.5</b></p> <p><b>Emerging:</b> I can recognise that there are special places where people go to worship, and talk about what people do there (A1).</p> <p>I can Identify at least three objects used in worship in two religions (A3).</p> <p><b>Expected:</b> I can identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3).</p> <p>I can talk about ways in which stories, objects, symbols and actions</p>	<p><b>1.2 Who is Muslim and what do they believe?</b></p> <p><b>Emerging:</b> I can talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad</p> <p>I can identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr (A1).</p> <p>I can recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like (A3).</p> <p><b>Expected:</b> I can talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1).</p> <p>I can retell a story about the life of the Prophet Muhammad (A2).</p>	<p><b>L2.4 Why do people pray?</b></p> <p>Emerging: I can describe what some believers say and do when they pray (A1).</p> <p>I can respond thoughtfully to examples of how praying helps religious believers (B2)</p> <p><b>Expected:</b> I can describe the practice of prayer in the religions studied (A2).</p> <p>I can make connections between what people believe about prayer and what they do when they pray (A3).</p> <p>I can describe ways in which prayer can comfort and challenge believers (B2).</p> <p>I can describe and comment on similarities and differences between how</p>	<p><b>L2.6 Why do some people think that life is like a journey and what significant experiences make this?</b></p> <p><b>Emerging:</b> I can identify and name examples of what Christians have and do in their families and at church to show their faith (A3).</p> <p>I can ask good questions about what Christians do to show their faith (B1).</p> <p><b>Expected:</b> I can describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1).</p>	<p><b>U2.4 If God is everywhere, why go to a place of worship?</b></p> <p><b>Emerging:</b> I can recall and name some key features of places of worship studied (A1).</p> <p>I can find out about what believers say about their places of worship (C2).</p> <p><b>Expected:</b> I can make connections between how believers feel about places of worship in different traditions (A3).</p> <p>I can select and describe the most important functions of a place of worship for the community (B3).</p> <p>I can give examples of how places of worship</p>	<p><b>U2.5 Is it better to express your beliefs in arts and architecture of in charity and generosity?</b></p> <p><b>Emerging:</b> I can respond with ideas of their own to the title question (B2).</p> <p>I can find out about religious teachings, charities and ways of expressing generosity (C3).</p> <p><b>Expected:</b> I can describe and make connections between examples of religious creativity (buildings and art) (A1).</p> <p>I can show an understanding of the value of sacred buildings and art (B3).</p>

talk about my thoughts and feelings when visiting a church.	<p>used in churches, mosques and/or synagogues show what people believe (B2).</p> <p>I can describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel (C1).</p> <p>I can ask good questions during a school visit about what happens in a church, synagogue or mosque(B1).</p>	<p>I can recognise some objects used by Muslims and suggest why they are important (A2).</p> <p>I can identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1).</p> <p>Exceeding: I can make links between what the Holy Qur'an says and how Muslims behave (A2).</p> <p>I can ask some questions about God that are hard to answer and offer some ideas of their own (C1)</p>	<p>Christians, Muslims and Hindus pray (B3).</p> <p><b>Exceeding:</b> I can explain similarities and differences between how people pray (B3).</p> <p>I can consider and evaluate the significance of prayer in the lives of people today (A1).</p>	<p>I can describe some ways in which Christian express their faith through hymns and modern worship songs (A2).</p> <p>I can suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).</p> <p>I can discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).</p> <p><b>Exceeding:</b> I can explain similarities and differences between at least two different ways of worshipping in two different Christian churches (A3).</p> <p>I can discuss and present ideas about what it means to be a Christian in Britain today, making links with my own experiences (C1).</p>	<p>support believers in difficult times, explaining why this matters to believers (B2).</p> <p>I can present ideas about the importance of people in a place of worship, rather than the place itself (C1).</p> <p><b>Exceeding:</b> I can outline how and why places of worship fulfil special functions in the lives of believers (A3).</p> <p>I can comment thoughtfully on the value and purpose of places of worship in religious communities (B1).</p>	<p>I can suggest reasons why some believers see generosity and charity as more important than buildings and art (B2).</p> <p>I can apply ideas about values and from scriptures to the title question (C2). See above</p> <p><b>Exceeding:</b> · I can outline how and why some Humanists criticise spending on religious buildings or art (A3).</p> <p>I can examine the title question from different perspectives, including their own (C1)</p>
<p><b>F4 (Term 4)</b> <b>What times are special and why?</b> I can give examples of special occasions and suggest features of a good celebration</p> <p>I can recall simple stories connected with Christmas/ Easter and a festival from another faith</p> <p>I can say why Christmas/Easter and a festival from another faith is a special time for Christians/ members of the other faith.</p>	<p><b>Exceeding:</b> I can suggest meanings to religious songs, responding sensitively to ideas about thanking and praising (A2).</p> <p>I can show that I have begun to be aware that some people regularly worship God in different ways and in different places (B3)</p>	<p><b>How and why do we celebrate special and sacred times? 1.6</b></p> <p><b>Emerging:</b> I can Identify a special time they celebrate and explain simply what celebration means (A1).</p> <p><b>Expected:</b> I can Identify some ways Christians celebrate Easter and Pentecost and some ways a festival is celebrated in another religion (A1)</p> <p>I can retell stories connected with Easter and Pentecost and a festival in another religion and say why these are important to believers (A2). ). (Eid/Islam)</p>	<p><b>L2.2 Why is the Bible so important today?</b></p> <p><b>Emerging:</b> I can recall and name some Bible stories that inspire Christians (A2).</p> <p>I can identify at least two ways Christians use the Bible in everyday life (B1).</p> <p><b>Expected:</b> I can make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2).</p> <p>I can give examples of how and suggest reasons why</p>			

		<p>I can ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1).</p> <p>I can collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).</p> <p><b>Exceeding:</b> I can Suggest meanings for some symbols and actions used in religious celebrations, including Easter and Eid-ul-Fitr (A3).</p> <p>I can Identify some similarities and differences between the celebrations studied.</p>	<p>Christians use the Bible today (B1).</p> <p>I can describe some ways Christians say God is like, with examples from the Bible, using different forms of expression (A1).</p> <p>I can discuss my own and others' ideas about why humans do bad things and how people try to put things right (C3).</p> <p><b>Exceeding:</b> I can explain how the Bible uses different kinds of stories to tell a big story (A2).</p> <p>I can suggest why Christians believe that God needs to rescue/save human beings (B2)</p>			
<p><b>F5</b> <b><u>Being special: where do we belong?</u></b></p> <p>I can re-tell religious stories making connections with personal experiences</p> <p>I can share and record occasions when things have happened in my own life that has made me feel special</p>	<p><b>What does it mean to belong to a faith community? 1.7</b></p> <p><b>Emerging:</b> I can talk about what is special and of value about belonging to a group that is important to them (B2).</p> <p>I can show an awareness that some people</p>	<p><b>What can we learn from sacred books? 1.4</b></p> <p><b>Emerging:</b> I can talk about some of the stories that are used in religion and why people still read them (A2).</p> <p>I can recognise some ways in which Christians, Muslims and Jewish people treat their sacred books (B3).</p> <p><b>Expected:</b> I can recognise that sacred texts contain stories</p>	<p><b>L2.7 What does it mean to be a Christian in Britain today?</b></p> <p><b>Emerging:</b> I can identify and name examples of what Christians have and do in their families and at church to show their faith (A3).</p> <p>I can ask good questions about what Christians do to show their faith (B1).</p> <p><b>Expected:</b> I can describe some examples of what</p>	<p><b>L2.8 What does it mean to be a Hindu in Britain today?</b></p> <p><b>Emerging:</b> I can identify and name examples of what Hindus have and do in their families and at mandir to show their faith (A3).</p> <p>I can ask good questions about what Hindus do to show their faith (B1).</p> <p><b>Expected:</b> I can describe</p>	<p><b>U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century?</b></p> <p><b>Emerging:</b> I can make connections between some of Jesus' teachings and the way Christians live today (A1).</p> <p>I can discuss my own ideas about the importance of values to</p>	<p><b>U2.7 What matters most to Christians and Humanists?</b></p> <p><b>Emerging:</b> I can Identify the values found in stories and texts (A2).</p> <p>I can suggest ideas about why humans can be both good and bad, making links with Christian ideas (B3).</p>



<p>I can recall simply what happens at a traditional Christian infant baptism and dedication</p> <p>(Additional opportunity if you have children from religions other than Christianity in your setting)</p> <p>I can recall simply what happens when a baby is welcomed into a religion other than Christianity.</p>	<p>belong to different religions (B1).</p> <p><b>Expected:</b> I can recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3).</p> <p>I can give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1).</p> <p>I can identify two ways people show they belong to each other when they get married (A1).</p> <p>I can respond to examples of co-operation between different people (C2)</p> <p><b>Exceeding:</b> I can give examples of ways in which believers express their identity and belonging within faith</p>	<p>which are special to many people and should be treated with respect (B3). I can retell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2).</p> <p>I can ask and suggest answers to questions arising from stories Jesus told and from another religion (C1).</p> <p>I can talk about issues of good and bad, right and wrong arising from the stories (C3).</p> <p><b>Exceeding:</b> I can suggest my own ideas about stories from sacred texts and give reasons for their significance (C1).</p> <p>I can make links between the messages within sacred texts and the way people live (A2)</p>	<p>Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1).</p> <p>I can describe some ways in which Christian express their faith through hymns and modern worship songs (A2).</p> <p>I can suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).</p> <p>I can discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).</p> <p><b>Exceeding:</b> I can explain similarities and differences between at least two different ways of worshipping in two different Christian churches (A3).</p> <p>I can discuss and present ideas about what it means to be a Christian in Britain today, making links with my own experiences (C1).</p>	<p>some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1).</p> <p>I can describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2).</p> <p>I can suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).</p> <p>I can discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).</p> <p><b>Exceeding:</b> I can explain similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught (B3).</p>	<p>live by, comparing them to Christian ideas (C3).</p> <p><b>Expected:</b> I can outline Jesus' teaching on how his followers should live (A2).</p> <p>I can offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3).</p> <p>I can explain the impact Jesus' example and teachings might have on Christians today (B1).</p> <p>I can express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3).</p> <p><b>Exceeding:</b> I can explain the links between Jesus' death on the cross and Christian belief in love and forgiveness, giving reasons why Christians want to follow Jesus (A2).</p> <p>I can investigate and explain the challenges of following Jesus'</p>	<p><b>Expected:</b> I can describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2).</p> <p>I can describe some Christian and Humanist values simply (B3).</p> <p>I can express my own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others I have studied (C3).</p> <p>I can suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2).</p> <p><b>Exceeding:</b> I can give examples of similarities and differences between Christian and Humanist values (B3).</p> <p>I can apply ideas about what really matters in life for myself, including ideas about fairness, freedom, truth, peace, in the light of my learning (C2).</p>
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	<p>communities, responding sensitively to differences (B2).</p> <p>I can Identify some similarities and differences between the ceremonies studied (B3).</p>			<p>I can discuss and present ideas about what it means to be a Hindu in Britain today, making links with my own experiences (C1).</p>	<p>teaching about love, forgiveness justice and/or generosity, expressing their own ideas (C3)</p>	
<p><b>F6</b> <b><u>What is special about our world</u></b></p> <p>I can talk about things I find interesting, puzzling or wonderful and also about my own experiences and feelings about the world</p> <p>I can re-tell stories, talking about what they say about the world, God, human beings</p> <p>I can think about the wonders of the natural world, expressing ideas and feelings</p> <p>I can express ideas about how to look after animals and plants</p> <p>I can talk about what people do to mess up the world and what they do to look after it.</p>	<p><b>1.8 How should we care for others and the world?</b></p> <p><b>Emerging:</b> I can talk about how religions teach that people are valuable, giving simple examples (B1).</p> <p>I can recognise that some people believe God created the world and so we should look after it (A2).</p> <p><b>Expected:</b> I can retell Bible stories and stories from another faith about caring for others and the world (A2). (Islam/Zakat)</p> <p>I can identify ways that some people make a response to God by caring for others and the world (B1).</p>	<p><b>1.8 How should we care for others and the world?</b></p> <p><b>Emerging:</b> I can talk about how religions teach that people are valuable, giving simple examples (B1).</p> <p>I can recognise that some people believe God created the world and so we should look after it (A2).</p> <p><b>Expected:</b> I can retell Bible stories and stories from another faith about caring for others and the world (A2). (Christianity/Judaism)</p> <p>I can identify ways that some people make a response to God by caring for others and the world (B1).</p> <p>I can talk about issues of good and bad, right and wrong arising from the stories (C3).</p> <p>I can talk about some texts from different religions that</p>		<p><b>L2.9 what can we learn from religions about deciding what is right and wrong?</b></p> <p><b>Emerging:</b> I can recall and talk about some rules for living in religious traditions (B2).</p> <p>I can find out at least two teachings from religions about how to live a good life (C3).</p> <p><b>Expected:</b> I can give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1).</p> <p>I can make connections between stories of temptation and why people can find it difficult to be good (A2)</p>	<p><b>U2.6 What does it mean to be a Muslim in Britain today?</b></p> <p><b>Emerging:</b> I can describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims (A1).</p> <p>I can Identify three reasons why the Holy Qur'an is important to Muslims, and how it makes a difference to how they live (B1).</p> <p><b>Expected:</b> I can make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2).</p> <p>I can describe and reflect on the significance of the Holy</p>	<p><b>U2.8 What difference does it make to believe in Ahimsa, Grace and or Ummah?</b></p> <p><b>Emerging:</b> I can describe what Ahimsa, Grace or Ummah mean to religious people (A1).</p> <p>I can respond sensitively to examples of religious practice with ideas of my own (B2).</p> <p><b>Expected:</b> I can make connections between beliefs and behaviour in different religions (A1).</p> <p>I can outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2).</p> <p>I can make connections between belief in ahimsa, grace and Ummah, teachings and sources of</p>

	<p>I can talk about issues of good and bad, right and wrong arising from the stories (C3).</p> <p>I can talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2).</p> <p>I can use creative ways to express their own ideas about the creatin story and what it says about what God is like (C1). Genesis 2</p> <p><b>Exceeding:</b> I can give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories (B1).</p> <p>I can answer the title question thoughtfully, in the light of their learning in this unit. (C1)</p> <p>Christianity and Islam</p>	<p>promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2)</p> <p>I can use creative ways to express their own ideas about the creatin story and what it says about what God is like (C1). Genesis 1/Judaism link</p> <p><b>Exceeding:</b> I can give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories (B1).</p> <p>I can answer the title question thoughtfully, in the light of their learning in this unit. (C1)</p> <p>Christianity and Judaism</p>		<p>I can give examples of ways in which some inspirational people have been guided by their religion (B1).</p> <p>I can discuss my own and others' ideas about how people decide right and wrong (C3).</p> <p><b>Exceeding:</b> I can explain some similarities and differences between the codes for living used by Christians and the followers of at least one other religion or non-religious belief system (B3).</p> <p>I can express ideas about right and wrong, good and bad, including ideas about love, forgiveness, honesty, kindness and generosity (C3)</p>	<p>Qur'an to Muslims (B1). I can describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2).</p> <p>I can make connections between the key functions of the mosque and the beliefs of Muslims (A1).</p> <p><b>Exceeding:</b> I can comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life (B1).</p> <p>I can answer the title key question from different perspectives, including my own (C1).see question above</p>	<p>wisdom in the three religions (A1).</p> <p>I can consider similarities and differences between beliefs and behaviour in different faiths (B3).</p> <p><b>Exceeding:</b> I can explain similarities in ways in which key beliefs make a difference to life in two or three religions (A1).</p> <p>I can consider and evaluate the significance of the three key ideas studied, in relation to my own ideas (B3).</p>
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