

## Bunbury Aldersey CE Primary RE Progression of Skills and Knowledge

RE Knowledge Progression and Skills	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Harvest	<p><b>Know that ...</b> Christians believe God created the world. Christians believe that we should say thank you to God at Harvest time. Christians celebrate the Harvest Festival with a special service in church.</p> <p><b>Be able to...</b> Talk about the food they enjoy. talk about harvest around the world. Talk about why we celebrate harvest. Talk about why it is important to help others, particularly at harvest time.</p>	<p><b>Know that...</b> Christians believe that it is important to say thank you to God for the harvest. How do we help those who do not have a good harvest? Jewish people also celebrate harvest and this is called Sukkot. Christians believe that helping others is part of putting their faith into action. There are Christian charities working worldwide to improve the lives of people living in countries where the harvest has failed.</p> <p><b>Be able to...</b> Talk, using religious language, about Harvest Festival Celebrations. Express feelings about the issues raised by Christian Aid/Tear Fund materials etc. Ask questions about their own and others' experiences. Talk, using religious language, about the ways in which the Jewish festival of Sukkot is celebrated.</p> <p><b>Empathise</b> Pupils talk about their own experiences and feelings, what is of value to themselves and others and what they find interesting and puzzling. <b>Investigate/Enquire</b> Pupils are beginning to ask</p>		<p><b>Know that...</b> Harvest is celebrated by people of all faiths and none. Harvest is mentioned throughout the Old Testament. There is a connection between Christian belief and behaviour in relation to celebrating the harvest. How do people of faith say thank you to God?</p> <p><b>Be able to...</b> Describe the ways in which Christian harvest festival celebrations show Christian values in action. Describe and recognise similarities between different religious harvest festivals Express their own opinion as to why communities celebrate Harvest.</p> <p><b>Analyse</b> Pupils can make links between sacred texts/stories and beliefs <b>Investigate/Enquire</b> Pupils can ask important and relevant questions about religion and belief.</p>			

		good questions about their own and others' experiences.					
<b>Christmas</b>	<p><b>Know that...</b> For Christians Christmas is the celebration of Jesus' birthday. Jesus was a very special baby, the Son of God. The church celebrates Christmas in special ways. Diwali is Hindu festival of light celebrated in the Autumn</p> <p><b>Be able to...</b> Recall/retell the nativity story. Identify the characters in the nativity story. Use religious words to talk about Christmas. Talk about why Christmas is important. Talk about how the church celebrates Christmas. Talk about their own experiences of Christmas. Talk about feelings related to celebrating Christmas and birthdays. Talk about the Hindu Diwali festival celebrations and recall the story of Rama and Sita.</p>	<p><b>Know that...</b> Christians believe that Jesus is God's gift to the world. The Wise Men (Magi) visited Mary, Joseph and Jesus after Christmas. Christians believe that the gift of Jesus shows God's love and care for the world. Christians believe Jesus is God's son the promised Messiah.</p> <p><b>Be able to...</b> Talk about the feelings associated with giving and receiving gifts. Retell the nativity story in two parts, a) the shepherds and b) the wise men. Talk about giving gifts that are not objects</p> <p><b>Investigate</b> Pupils are beginning to ask good questions about their own and others' experiences.</p> <p><b>Empathise</b> Pupils talk about their own experiences and feelings, what is of value to themselves and others and what they find interesting and puzzling.</p> <p><b>Reflect</b> Pupils are recognising their own values and the values of others.</p>	<p><b>Know that...</b> Christmas is a celebration of the good news. Angels are the good news bringers. Christians believe that the good news is that Jesus is the saviour of the world. Christians believe that the content of the Christmas story is good news. The good news impacts on the world then and now.</p> <p><b>Be able to...</b> Retell the Christmas story, including the story of Zechariah. Talk about their own feelings and experiences of good news. Ask and respond sensitively to questions about the experiences of Mary and the shepherds.</p> <p><b>Empathise</b> Pupils talk about their own experiences and feelings, what is of value to themselves and others and what they find interesting and puzzling.</p> <p><b>Interpret</b> Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols.</p>	<p><b>Know that...</b> Christians believe that Christmas is a celebration of the arrival of Emmanuel, who is Jesus God with us. Christians believe God is with them through his Son, Jesus, and the Holy Spirit. Christians believe that the presence of God changes their lives.</p> <p><b>Be able to...</b> Make links between their own experiences and the experiences of others. Retell stories about the presence of Jesus changing people's lives. Describe the ways in which the actions of Christians show Jesus' presence in the world. Ask good questions about religious beliefs.</p> <p><b>Reflect</b> Pupils can identify what influences them and the connections between values, commitments, attitudes and behaviour</p> <p><b>Enquire</b> Pupils can ask important and relevant questions about religion and belief.</p> <p><b>Evaluate</b> Pupils are asking and suggesting answers to quality questions about values, meaning, commitments, truth and belonging.</p>	<p><b>Know that...</b> Hanukkah is an important Jewish festival of light. Light is used as a metaphor to describe Jesus and his impact on the world. The light of Jesus brings hope in dark places.</p> <p><b>Be able to...</b> Talk with understanding about the ways in which Jesus' followers bring his light into the world. Create light metaphors for Jesus that show understanding of Jesus actions and divinity. Ask important and relevant questions about religious experiences and beliefs. Talk with understanding about the symbolism of Jesus as light.</p> <p><b>Reflect</b> Pupils can identify what influences them and the connections between values, commitments, attitudes and behaviour</p> <p><b>Empathise</b> Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols.</p> <p><b>Apply</b> Pupils can recognise similarities and differences between key features of religions and use religious vocabulary to describe them.</p> <p><b>Interpret</b> Pupils can describe forms of religious expression.</p> <p><b>Investigate</b> Pupils can ask important and relevant questions about religion and belief.</p>	<p><b>Know that...</b> The nativity story is recorded in Gospels of Matthew and Luke. The true meaning of Christmas is a celebration of the birth of the Messiah, God in human form, Jesus Christ</p> <p><b>Be able to...</b> Identify which parts of the story are found in each gospel and the purpose of each writer. Identify the influence the two stories have on our Christmas celebrations. Describe using religious vocabulary the Christian beliefs revealed in the nativity story. Use religious vocabulary to show they understand where the nativity fits into God's Big Story. Understand the significance of the flight to Egypt</p> <p><b>Analyse</b> Pupils can suggest possible reasons for distinctive beliefs within and between religions.</p> <p><b>Interpret</b> Pupils can use religious vocabulary to describe and show understanding of religious texts, actions and beliefs</p> <p><b>Reflect</b> Pupils are beginning to apply their own ideas to the experiences of others and describe what inspires and influences them.</p> <p><b>Evaluate</b> Pupils can explain how religious texts are used to answer the big questions in life. Pupils can describe why people belong to religions and the challenges they face.</p> <p><b>Synthesise</b></p>	

						Pupils can use religious vocabulary to describe and show understanding of religious texts, actions and beliefs.	
<b>Stories Jesus Heard</b>	<p><b>Know that...</b> Jesus listened to and learned Old Testament stories. Old Testament stories teach us about God.</p> <p><b>Be able to...</b> Recall/retell some of the Old Testament stories Jesus heard. Talk about their favourite stories. talk about their feelings and experiences.</p>						
<b>Stories Jesus told</b>	<p><b>Know that...</b> Jesus told stories and that they are found in the Bible. Jesus told the stories to teach people about God.</p> <p><b>Be able to...</b> Identify a Bible. recall/retell some of Jesus stories. Talk about their own experiences and feelings. Ask and respond to questions about their experiences and feelings. Give a simple explanation of the things we can learn from Jesus' stories</p>						
<b>Easter</b>	<p><b>Know that...</b> Jesus rode into Jerusalem on a donkey on Palm Sunday. Jesus died on the cross on Good Friday. Christians believe that Jesus rose on Easter Day and is alive today. Easter is the most important time of the year for the Church.</p> <p><b>Be able to ...</b> Tell you that Christians believe Jesus died on the cross because God loves everyone. Briefly retell the story of Easter. identify symbols associated with Easter. Talk about their own</p>	<p><b>Know that...</b> The events of Palm Sunday, Good Friday and Easter Day are at the core of Christian beliefs. Christians believe that Easter is a new beginning Christians believe that Jesus died and rose back to life again</p> <p><b>Be able to...</b> Recall events of the Easter story Reflect on the awe and wonder of new life and changes in nature. Talk about their own experiences of Easter and springtime. Retell the events of the Easter story</p>	<p><b>Know that...</b> There are different objects and symbols used to help explain and understand the meaning of Easter. The Easter story is central to Christian belief. The death and resurrection of Jesus is part of God's salvation plan.</p> <p><b>Be able to...</b> Identify and name some of the symbols of Easter. Retell the Easter story. Talk about their own experiences of Easter celebrations. Use religious vocabulary to simply describe what the symbols of Easter mean.</p>	<p><b>Know that...</b> The events of Palm Sunday, Holy week and Easter are a combined mixture of the emotions of joy and sadness. The church remembers and marks the events of Holy Week in a variety of ways. The events of Holy Week reveal what Jesus came to earth to do – God's salvation plan.</p> <p><b>Be able to...</b> Use religious vocabulary to retell in detail the stories of Palm Sunday, Holy Week and Easter. Make links between Christian beliefs and the</p>	<p><b>Know that...</b> Trust and forgiveness are key Christian values. The incidents of betrayal and trust in the Easter story are significant to the outcome. The events of Holy Week and Easter are key to understanding what Jesus came to earth to do – God's salvation plan. Christians believe that they can trust Jesus.</p> <p><b>Be able to...</b> Identify and explain the significance of the incidents of betrayal and trust in the Easter story. Ask good questions about people's values and</p>	<p><b>Know that...</b> Christians believe that Christ's resurrection is a victory over death and talk about it with understanding. Christians believe that the death and resurrection of Jesus restored the relationship between God and people. The Easter story is at the very heart of Christian belief.</p> <p><b>Be able to...</b> Retell the Easter Story in detail and talk with understanding about the Christian belief that Jesus died and rose victoriously and what that means to Christians.</p>	

	<p>experiences of love and other emotions expressed in the Easter Story. Ask questions about the Easter story.</p>	<p><b>Investigate</b> Pupils are beginning to ask good questions about their own and others' experiences.</p> <p><b>Reflect</b> Pupils are recognising their own values and the values of others.</p>	<p>Describe briefly why Christian people celebrate Easter. Explain what they think to be the most important thing about Easter.</p> <p><b>Investigate</b> Pupils are beginning to ask good questions about their own and others' experiences.</p> <p><b>Interpret</b> Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols.</p> <p><b>Reflect</b> Pupils are recognising their own values and the values of others.</p>	<p>stories of Palm Sunday, Holy Week and Easter. Ask good questions about the events of Palm Sunday, Holy Week and Easter and Christian belief associated with these events. Use religious vocabulary to make links between people's values and behaviour. Ask important questions about beliefs and values. Use religious vocabulary to describe and show understanding of the Christian practices linked with the Easter Story. Describe the impact of the events of Palm Sunday, Holy Week and Easter on the lives of people today.</p> <p><b>Investigate</b> Pupils can ask important and relevant questions about religion and belief.</p> <p><b>Empathise</b> Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols.</p> <p><b>Interpret</b> Pupils can describe forms of religious expression.</p> <p><b>Reflect</b> Pupils can identify what influences them and the connections between values, commitments, attitudes and behaviour</p>	<p>commitments. Use religious vocabulary to make links between Christian beliefs and the stories of Lent, Holy Week and Easter. Use key religious vocabulary to describe and talk about the importance of forgiveness in Christianity. Describe and show understanding of the Christian value of forgiveness in relation to the story of Peter.</p> <p><b>Empathise</b> Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols.</p> <p><b>Analyse</b> Pupils can make links between sacred texts/stories and beliefs.</p> <p><b>Investigate</b> Pupils can ask important and relevant questions about religion and belief.</p>	<p>Talk about and describe feelings in relation to situations of victory; make links between people's values and commitments and their attitudes and behaviour with regard to situations of victory. Ask important questions about Christian belief; reflect thoughtfully on the answers to these big questions. Describe the impact of belief in the Easter story on a person's life</p> <p><b>Interpret</b> Pupils can use religious vocabulary to describe and show understanding of religious texts, actions and beliefs</p> <p><b>Reflect</b> Pupils are beginning to apply their own ideas to the experiences of others and describe what inspires and influences them.</p> <p><b>Analyse</b></p>	
<p><b>Special places</b></p>	<p><b>Know that...</b> Christians worship in a Church Muslims worship in a Mosque Hindus worship in a Temple/Mandir People consider places to be special for different reasons Some people of faith take off their shoes before entering a place of worship</p> <p><b>Be able to...</b></p>						

	<p>Talk about their special places</p> <p>Talk about places of worship as special/holy places</p> <p>Talk about taking off your shoes in a special/holy place</p>						
<b>Special times</b>	<p><b>Know that...</b></p> <p>Christians celebrate the arrival of the Holy Spirit at Pentecost. People of faith have special times of celebration. Special times create memories. Celebrating special festivals and occasions is important.</p> <p><b>Be able to ...</b></p> <p>Talk about special times. Recall/retell the story of Pentecost.</p> <p>Talk about feelings associated with special times, festivals and celebrations.</p> <p>Ask questions about special/holy times.</p>						
<b>My World/Jesus' World</b>		<p><b>Know that...</b></p> <p>Jesus lived a long time ago (over 2000 years) and the world we live in is very different to Jesus' world. Some of Jesus' life experiences were just like ours. Therefore, Christians believe Jesus the Son of God knows exactly what life is like for us.</p> <p><b>Be able to...</b></p> <p>Talk confidently about their own life and experiences. Talk about the similarities and differences between our world and Jesus' world using Bible stories to illustrate.</p> <p><b>Investigate/Enquire</b></p> <p>Pupils are beginning to ask good questions about their own and others' experiences.</p>					
<b>Jesus</b>	<p><b>Know that...</b></p> <p>Jesus was special and performed miracles. People choose to do a</p>		<p><b>Know that...</b></p> <p>The stories covered in this unit can be found in the gospels in the New</p>	<p><b>Know that...</b></p> <p>Christians believe that Jesus has/had the power to change people's lives.</p>	<p><b>Know that:</b></p> <p>Christians believe Jesus is the Son of God; he was both God and man.</p>		

	<p>variety of jobs that particularly show Christian values in action. Eg health care workers, emergency service workers, parents etc. There are special/important/holy people /leaders/teachers in all world faiths.</p> <p>The Vicar is the leader of the local church.</p> <p>The Imam is the leader of the local mosque.</p> <p><b>Be able to ...</b> Recall/retell stories about Jesus.</p> <p>Talk about why Christians believe Jesus is the Son of God.</p> <p>Talk about people who are special and give reasons why they are special. Connect people's actions and Christian values. Talk about why the Vicar is special/important to members of the Church.</p> <p>Talk about why the Imam is special/important to Muslims.</p> <p>Talk about why Guru Nanak is special/holy to Sikhs.</p> <p>Talk about why Buddha is special/important to Buddhists.</p> <p>Recall the names and stories of important/holy people from different world faiths.</p>		<p>Testament. Christians believe that Jesus' miracles reveal him to be the Son of God. Christians believe that we should welcome everyone and try to be a friend of all as Jesus was.</p> <p><b>Be able to...</b> Talk about their own feelings and experiences. Retell the stories covered in this unit. Make the connection between the Bible stories and Christian belief. Talk about the work of Christian charities and make the connection to Jesus teaching and actions.</p> <p><b>Empathise</b> Pupils talk about their own experiences and feelings, what is of value to themselves and others and what they find interesting and puzzling.</p> <p><b>Interpret</b> Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols.</p> <p><b>Reflect</b> Pupils are recognising their own values and the values of others.</p>	<p>Choosing to follow Jesus is not an easy option. Lives of people today are transformed by Jesus and they choose to change.</p> <p><b>Be able to...</b> Talk about their experiences of change. Retell the Bible stories you have explored. Talk about the ways in which Jesus changed people's lives and the impact that had on them.</p> <p><b>Analyse</b> Pupils can make links between sacred texts/stories and beliefs.</p> <p><b>Investigate</b> Pupils can ask important and relevant questions about religion and belief.</p> <p><b>Empathise</b> Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols.</p>	<p>Christians believe Jesus has power and authority from God over every aspect of creation, life and death. There are people who have stood up and spoken out against authorities in situations of injustice. The Jewish holy day is Shabbat and there are many traditions and rules associated with Shabbat.</p> <p><b>Be able to...</b> Retell the Bible stories covered in this unit. Make links between the Bible texts and Christian beliefs and values. Talk about people who have inspired them and why.</p> <p><b>Apply</b> Pupils can recognise similarities and differences between key features of religions and use religious vocabulary to describe them.</p> <p><b>Evaluate</b> Pupils are asking and suggesting answers to quality questions about values, meaning, commitments, truth and belonging.</p> <p><b>Analyse</b> Pupils can make links between sacred texts/stories and beliefs.</p> <p><b>Reflect</b> Pupils can identify what influences them and the connections between values, commitments, attitudes and behaviour</p> <p><b>Interpret</b> Pupils can describe forms of religious expression.</p>		
<p><b>Baptism</b></p>		<p><b>Know that...</b> Baptism is an occasion when Christians make promises to God and people are welcomed as a member of the church. Water is a symbol of baptism.</p>					

		<p>People can be baptised at any age, in the font at church, in a pool, a river or the sea.          Jesus was baptised in the river Jordan by John the Baptist.          People of world faiths welcome new babies in special ways.          The words of the call to prayer are whispered in the ear of new born Muslim babies.          Giving babies a meaningful name is important to people of faith</p> <p><b>Be able to...</b>          Talk about what belonging means to them.          Use religious vocabulary such as vicar, priest, font, baptism church and prayer.          Tell you about what happens when a baby is baptised.          Talk about the ways in which people of world faiths welcome new babies.          Talk about why there are dates and honey in your chatterbox.          Talk about why sometimes hair is shaved from the new-born's head</p> <p><b>Investigate</b>          Pupils are beginning to ask good questions about their own and others' experiences</p> <p><b>Apply</b>          Pupils can identify different ways in which religion is expressed noticing similarities in religion.</p> <p><b>Empathise</b>          Pupils talk about their own experiences and feelings, what is of value to themselves and others and what they find interesting and puzzling.</p>					
<b>Creation</b>		<p><b>Know that...</b>          Christians, Muslims, and Hindus believe that God</p>					

		<p>created the world. The creation stories are at the very beginning of the Bible and be able to recall details briefly. Christians, Muslims, and Hindus believe that people should be taking care of our world. Christians, Muslims, and Hindus believe that in creation we can see the power and wonder of God.</p> <p><b>Be able to...</b> Talk about what they find amazing, interesting or puzzling in creation. Understand that they are creative beings and enjoy their creative skills.</p> <p><b>Investigate</b> Pupils are beginning to ask good questions about their own and others' experiences.</p> <p><b>Reflect</b> Pupils are recognising their own values and the values of others.</p> <p><b>Interpret</b> Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols.</p>					
<p><b>The Bible</b></p>		<p><b>Know that...</b> The story of Joseph can be found in the Old Testament. The story of Joseph is key in the history of the People of God. Forgiveness is a core Christian value. We can learn about the nature and characteristics of God from reading the stories about Joseph.</p> <p><b>Be able to..</b> Recall events from the life of Joseph. Talk about the actions and feelings of the characters and relate them to their own.</p>	<p><b>Know that...</b> The Bible is the Christian holy book. The Bible is made up of a library of books. The Bible is in two sections the Old Testament and the New Testament. Owning a Bible is very important to Christians. The Bible contains God's big story from the beginning through to the kingdom of God. People of world faiths have different holy books and there are some similarities and differences between these books and the Bible.</p>			<p><b>Know that...</b> There are several different genres of writing in the Bible. There are many translations of the Bible in English and other languages. The Bible is used to help answer questions about creation, truth, suffering and death, values for life and ethical issues. Each world faith has a holy book that teaches, guides and impacts on the daily life of believers. Christians believe that the Bible is the inspired word of God.</p>	



		<p>Retell stories of the events in the life of Joseph. Talk about the nature and characteristics of God.</p> <p><b>Empathise</b> Pupils talk about their own experiences and feelings, what is of value to themselves and others and what they find interesting and puzzling.</p> <p><b>Interpret</b> Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols.</p> <p><b>Reflect</b> Pupils are recognising their own values and the values of others.</p>	<p><b>Be able to...</b> Talk about the Bible and why it is Holy. Talk about why the clergy think the Bible is Holy. Talk about why owning a Bible is very important to Christians worldwide. Make links between the books of the Bible and God's big story. Reflect on the story of Mary Jones and consider ways in which they can make a difference. Name and talk about the holy books from world faiths they have investigated</p> <p><b>Investigate/Enquire</b> Pupils are beginning to ask good questions about their own and others' experiences</p> <p><b>Analyse</b> Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols.</p> <p><b>Evaluate</b> Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols</p>			<p>The Bible gives guidance for Christian living and this impacts on believer's lives and communities.</p> <p><b>Be able to...</b> Make links between Bible passages and Christian values, attitudes and beliefs. Use religious language to ask relevant questions. Talk about the work and perseverance of Bible translators. Describe what inspires and influences them. Describe the impact of the content of the Bible on believers' lives. Use religious vocabulary to show understanding of religious texts. Make comparisons between the holy books of at least three world faiths including the Bible.</p> <p><b>Interpret</b> Pupils can use religious vocabulary to describe and show understanding of religious texts, actions and beliefs</p> <p><b>Analyse</b> Pupils can suggest possible reasons for distinctive beliefs within and between religions.</p> <p><b>Evaluate</b> Pupils can explain how religious texts are used to answer the big questions in life. Pupils can describe why people belong to religions and the challenges they face.</p> <p><b>Investigate</b> Pupils are asking and suggesting answers to quality questions about values, meaning, commitments, truth and belonging.</p>	
<b>The Church</b>			<p><b>Know that...</b> The church is a special place where Christians meet to worship and pray. It is also</p>		<p><b>Know that...</b> Not all church buildings are the same but have similar features according to</p>		

			<p>the body of people not just the building.  For Christians, the church is a holy blessed space.  Moses and the people of God built the Tabernacle (tent of meeting) to house the ark of the covenant. People of Muslim faith meet to pray in a mosque.  People of Jewish faith meet together for worship in a synagogue.  People of Hindu faith meet to worship in a mandir/temple.  There are two main branches of Judaism – orthodox and progressive</p> <p><b>Be able to...</b>  Ask good questions that reveal understanding about the places of worship studied and what happens there.  Connect the features of the church to Bible Stories and Christian belief  Use religious vocabulary to name and describe the features of a church building.  Use religious vocabulary to name and describe the features of a mosque  Use religious vocabulary to name and describe the features of a synagogue  Use religious vocabulary to name and describe the features of a mandir/temple  Use religious vocabulary to describe a few similarities and differences between places of worship.  Use religious vocabulary to describe what happens in a synagogue  Use religious vocabulary to describe what happens in a mosque  Use religious vocabulary to describe what happens in a mandir/temple</p> <p><b>Reflect</b>  Pupils are recognising their own values and the values of</p>		<p>denomination.  Peter and the disciples 'built' the church after the events of Pentecost.  Christianity is a world-wide multi-cultural faith.  The Bible gives guidance to the church about behaviour and attitudes.  World faiths have different places of worship and the names of those buildings, key features and the worship that takes place there.</p> <p><b>Be able to...</b>  Use religious vocabulary to name features of the church building, talk about their significance and link to the Bible.  Identify similarities and differences between churches and denominations worldwide.  Ask good questions about the similarities and differences between different denominational practices.  Make links between values and beliefs and behaviour.  Talk knowledgeably about places of worship, the features of the building and the worship that takes place there.</p> <p><b>Reflect</b>  Pupils can identify what influences them and the connections between values, commitments, attitudes and behaviour</p> <p><b>Investigate</b>  Pupils can ask important and relevant questions about religion and belief.</p> <p><b>Apply</b>  Pupils can recognise similarities and differences between key features of religions and use religious vocabulary to describe them.</p> <p><b>Enquire</b>  Pupils can ask important and</p>		
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			<p>others</p> <p><b>Investigate</b> Pupils are beginning to ask good questions about their own and others' experiences</p> <p><b>Apply</b> Pupils can identify different ways in which religion is expressed noticing similarities in religion.</p>		relevant questions about religion and belief.		
<b>Ascension and Pentecost</b>			<p><b>Know that...</b> Christians believe that 40 days after the resurrection, Jesus ascended into heaven. Christians believe that God is three in one – Father, Son and Holy Spirit. Christians believe that the gift of the Holy Spirit was poured out on the disciples at Pentecost and is here with us still. The events of Pentecost still impact on the church today</p> <p><b>Be able to...</b> Retell the stories of Jesus' ascension and the events of Pentecost. Talk about their ideas of heaven. Connect the gifts of the spirit with the school's Christian values. Describe the symbols of the Holy Spirit.</p> <p><b>Apply</b> Pupils can identify different ways in which religion is expressed noticing similarities in religion.</p> <p><b>Reflect</b> Pupils are recognising their own values and the values of others</p> <p><b>Synthesise</b> Pupils can identify different ways in which religion is expressed noticing similarities in religion.</p>				
<b>Called by God</b>				<p><b>Know that...</b> The Old Testament Prophets were called by God to give his message to the people. The Prophets were telling</p>			

				<p>the people to turn back to God and mend their relationship with him. This is the beginning of God's salvation plan. People are called by God today, and their lives are changed as they respond in a variety of ways e.g. ordination, ministry in the local church or missionary work abroad etc.</p> <p><b>Be able to...</b> Talk about in detail the Bible stories you have discussed. Ask important questions about religion and beliefs. Interpret the stories and identify Christian beliefs. Use developing religious vocabulary to show that they understand the Christian beliefs. Describe the impact of responding to God's call on a person's life. Tell you what they think God would be asking prophets to speak out against today.</p> <p><b>Interpret</b> Pupils can describe forms of religious expression.</p> <p><b>Reflect</b> Pupils can identify what influences them and the connections between values, commitments, attitudes and behaviour</p>			
<p><b>Rules for living</b></p>				<p><b>Know that...</b> All world faiths have rules to follow that have been established a long time ago. Christians and Jews believe Moses rescued the people of God from Egypt and brought the ten commandments down from Mount Sinai. The 5 pillars set the Muslim rules for living. Muslims follow rules set out in the Qur'an. Muslims have 99 names for God that show his characteristics. Buddhists try to follow the</p>			

teachings of the Buddha.  
The ten commandments are the foundation of Christian and Jewish societies.  
Christians try to live out the commandments given by God and Jesus.  
Sikhs wear the 5 Ks as a sign of their commitment to God.  
Some people choose not to follow any specific set of religious rules.

**Be able to...**

Talk about the story of Moses and the impact of the ten commandments.  
Identify the Sikh 5 Ks.  
Talk about the rules and laws that they try to follow in their own lives.  
Identify and talk about religious and non-religious rules that affect their lives.  
Describe ways in which Christians live out Jesus' command to love one another.  
Make links between beliefs and behaviour.  
Identify the impact that the 5 pillars of Islam have on a Muslim way of life. Identify symbols and objects in their lives that reflect their commitments.  
Make the link between religious texts and rules for living.  
Identify and talk about the ways in which religious rules affect the lives of believers.  
Understand the effects of rules and ask good questions about religious rules.  
Describe the impact that following religious rules has on believers' lives.  
Recognise similarities and differences within and between religions.  
Identify something that is common in all religious rules (e.g. charitable giving).  
Make the connection between the Christian

				<p>concept of the Fall and as a consequence the need for rules. Express their own ideas about rules.</p> <p><b>Reflect</b> Pupils can identify what influences them and the connections between values, commitments, attitudes and behaviour</p> <p><b>Apply</b> Pupils can recognise similarities and differences between key features of religions and use religious vocabulary to describe them.</p> <p><b>Enquire</b> Pupils can ask important and relevant questions about religion and belief.</p> <p><b>Analyse</b> Pupils can make links between sacred texts/stories and beliefs.</p>			
<p><b>Prayer</b></p>					<p><b>Know that...</b> Prayer is the way in which believers communicate with God. Prayer is connected to faith. Christian beliefs are revealed in the content of prayers. Some prayers follow a formal structure that impacts on daily life, for example Muslim prayer 5 times a day. Prayer can be very informal and private Believers gather together to pray as a community of faith For some people of faith the direction in which they pray is important.</p> <p><b>Be able to...</b> Identify artefacts used at times of prayer by people of faith for example a Jewish Tallit and Tefillin, a Muslim prayer mat, candles and holding crosses. Talk about the similarities and differences in the ways people of faith pray.</p>		

					<p>Talk using religious vocabulary to show understanding of the purpose, place and content of prayer in the life of a believer. Identify similarities and differences between the way believers pray across world faiths.</p> <p><b>Interpret</b> Pupils can describe forms of religious expression.</p> <p><b>Reflect</b> Pupils can identify what influences them and the connections between values, commitments, attitudes and behaviour</p>		
<p><b>St Paul</b></p>						<p><b>Know that...</b> The Book of Acts records the actions of what happened after Pentecost. The early Christians were persecuted for over 300 years and had to show great courage and perseverance. St Paul is a significant person in the history of Christianity and why.</p> <p><b>Be able to...</b> Retell the story of the conversion of St Paul. Explain the impact of the conversion of St Paul then and now. Talk about the content and impact of the teaching of St Paul. Talk about what they have learnt and in what ways they have been inspired by their learning. Interpret Paul's teaching in 1 Corinthians 13 for people in today's society.</p> <p><b>Investigate</b> Pupils are asking and suggesting answers to quality questions about values, meaning, commitments, truth and belonging.</p>	

						<p><b>Empathise</b> Pupils can describe the impact of religion of people's lives.</p> <p><b>Express</b> Pupils ask ultimate questions and can express their own and others' views</p>	
<p><b>Old testament women</b></p>						<p><b>Know that...</b> There are significant women in the Bible who made incredible choices that have an impact on God's big story. Purim is a Jewish Festival celebrating the actions of Esther and how God used her to save the Jewish nation. Sometimes people of faith face great challenges and remain true to their faith.</p> <p><b>Be able to...</b> Make links between their own values and the values of others (i.e. the women in the Bible). Ask important and relevant questions about the lives of the women in the Bible. Use religious vocabulary to describe and show understanding of the stories, actions and beliefs of the women in the Bible. Ask and suggest answers to questions of identity, meaning, purpose, truth, values and commitments. Reflect on the lives of the women in the Bible and describe the features that inspire them.</p> <p><b>Investigate</b> Pupils are asking and suggesting answers to quality questions about values, meaning, commitments, truth and belonging.</p> <p><b>Empathise</b> Pupils can describe the impact of religion of people's lives.</p> <p><b>Reflect</b> Pupils are beginning to apply</p>	



						<p>their own ideas to the experiences of others and describe what inspires and influences them.</p>	
<p><b>Life as a journey</b></p>						<p><b>Know that...</b>          Christians believe that through the death and resurrection of Jesus they have the promise of living forever with God (eternal life). Christians believe that when you die your spirit goes to be with God in heaven.          Muslims believe that on the last day/the day of judgment the dead will either go to paradise or hell. Hindus and Buddhists believe there is a cycle of life and death, samsara. The spirit of a person is reincarnated and they return to earth until moksha/nirvana (enlightenment) is attained. There are similarities and differences between the funeral traditions in each world faith.  <b>Be able to...</b>          Make links between what the Bible says about death and heaven and Christian beliefs.          Identify Christian beliefs about God and heaven found in prayers and worship songs. Give their own opinion about what happens when you die.          Talk about what they think heaven is and what heaven will be like.          Show understanding of the similarities and differences between world faiths on the subject of death and heaven. Use appropriate religious vocabulary to show understanding about Christian beliefs about eternal life and heaven. Use appropriate religious vocabulary to show understanding about Muslim beliefs about eternal life and</p>	<p><b>Know that...</b>          Some people undertake a pilgrimage as part of living out their faith. The life journey of people in the Bible effects the behaviour, beliefs and life choices of Christians today. Being a Christian and following Jesus' teaching has an impact on a person's life. Christians in many countries across the world are persecuted because of their faith.  <b>Be able to...</b>          Recognise similarities and differences between pilgrimages made by Christians and people of world faiths.          Identify several places of pilgrimage around the world Describe the impact that following the teaching of Jesus has on people's lives. Describe the features of living life as a Christian. Describe the actions of pilgrims in the places studied. Explain why people of faith make pilgrimages</p> <p><b>Reflect</b>          Pupils are beginning to apply their own ideas to the experiences of others and describe what inspires and influences them.  <b>Investigate</b>          Pupils are asking and suggesting answers to quality questions about values,</p>

						<p>heaven. Talk about what the Bible says and Christians believe heaven will be like. Talk with understanding using appropriate religious vocabulary, about the beliefs of people of faith on the subject of death and heaven. Talk about Hindu and Buddhist belief in reincarnation. Describe funeral practices in the religious traditions they have explored.</p> <p><b>Interpret</b> Pupils can use religious vocabulary to describe and show understanding of religious texts, actions and beliefs.</p> <p><b>Empathise</b> Pupils can describe the impact of religion of people's lives.</p> <p><b>Reflect</b> Pupils are beginning to apply their own ideas to the experiences of others and describe what inspires and influences them.</p>	<p>meaning, commitments, truth and belonging.</p> <p><b>Interpret</b> Pupils can use religious vocabulary to describe and show understanding of religious texts, actions and beliefs</p> <p><b>Apply</b> Pupils can recognise similarities and differences within and between religions and make links between them.</p> <p><b>Analyse</b> Pupils can suggest possible reasons for distinctive beliefs within and between religions.</p>
<p><b>Advent</b></p>						<p><b>Know that...</b> Advent is a time when the church focusses prayer on the second coming of Christ. Different denominations within Christianity hold differing beliefs about the importance and status of Mary. The themes of Advent tell the 'big story' of God's salvation plan. Christians believe that Jesus is the promised Messiah, but Jewish people do not.</p> <p><b>Be able to...</b> Describe the</p>	

symbolism, practices, beliefs and themes of the season of Advent. Explain the ways in which Jesus fulfilled the Old Testament Prophecies. Express and explain their hopes and dreams for the future. Use religious vocabulary to show they understand the themes of Advent. Express their opinion about what they think the message of John the Baptist would be today. Reflect and decide what they have learnt from this unit about Christianity and themselves

**Enquire**  
Pupils are asking and suggesting answers to quality questions about values, meaning, commitments, truth and belonging.

**Synthesise**  
Pupils can use religious vocabulary to describe and show understanding of religious texts, actions and beliefs.

**Analyse**  
Pupils can suggest possible reasons for distinctive beliefs within and between religions.

**Reflect**  
Pupils are beginning to apply their own ideas to the experiences of others and describe what inspires and influences them

**Evaluate**  
Pupils can explain how religious texts are

							<p>used to answer the big questions in life. Pupils can describe why people belong to religions and the challenges they face</p> <p><b>Apply</b> Pupils can recognise similarities and differences within and between religions and make links between them.</p>
<p><b>The Exodus</b></p>							<p><b>Know that...</b> The Exodus is a significant event in Jewish and Christian history The Seder is the special meal celebrated by Jews on the first evening of the festival of Passover. Christianity is rooted in Judaism and Jesus celebrated the Passover. For Jews, the event of the Exodus and Passover are at the very heart of their beliefs</p> <p><b>Be able to...</b> Retell in detail the story of the Exodus and connect it to the Passover celebration and Seder meal. Make links between the Passover, Last Supper and the Eucharist. Use appropriate religious vocabulary to show they understand why Passover is a festival of memory and freedom. Express their opinion about what freedom is and what it is not. Identify the similarities and differences between the level of</p>

							<p>importance placed on the Exodus and Passover by Jews and Christians. Explain, using appropriate religious language, the significance of the Passover and why it is not forgotten.</p> <p><b>Enquire/Investigate</b> Pupils are asking and suggesting answers to quality questions about values, meaning, commitments, truth and belonging.</p> <p><b>Apply</b> Pupils can recognise similarities and differences within and between religions and make links between them.</p> <p><b>Express</b> Pupils ask ultimate questions and can express their own and others' views</p>
<p><b>God</b></p>							<p><b>Know that...</b> Bible stories help to deepen our knowledge and understanding of God. Christians believe God is three in one, the Trinity. God is given many names by Christians and members of all world faiths. These names describe His nature and characteristics, There are similarities and differences across World faiths about what people believe about God. Bible texts are used to answer questions about the characteristics and nature of God.</p>

						<p><b>Be able to...</b>        Use religious language to show they are developing an understanding of the Trinity.        Identify the elements in Christian worship that express Christian beliefs about God.        Ask big questions and express their own views.</p> <p><b>Analyse</b>        Pupils can suggest possible reasons for distinctive beliefs within and between religions.</p> <p><b>Investigate</b>        Pupils are asking and suggesting answers to quality questions about values, meaning, commitments, truth and belonging.</p> <p><b>Apply</b>        Pupils can recognise similarities and differences within and between religions and make links between them.</p> <p><b>Reflect</b>        Pupils are beginning to apply their own ideas to the experiences of others and describe what inspires and influences them.</p>
<p><b>People of Faith</b></p>						<p><b>Know that...</b>        There are people who live and have lived extraordinary lives of faith and we can be inspired by them.        There are similarities and differences between the behaviour and values of all people of faith.        Christian people are called to live out the teaching in the Bible</p>

and build God's kingdom through righteous living

**Be able to...**

Describe and illustrate with examples the ways in which the actions of Christian people are building God's kingdom here on earth.

Use an increasingly wide religious vocabulary to explain what motivates people of faith.

Talk with understanding about the characteristics of a person living out their Christian faith.

Explain aspects of the lives of people of faith that inspire them.

Interpret Bible stories and explain how that story answers questions about what it means to have faith.

**Interpret**

Pupils can use religious vocabulary to describe and show understanding of religious texts, actions and beliefs

**Evaluate**

Pupils can explain how religious texts are used to answer the big questions in life. Pupils can describe why people belong to religions and the challenges they face.

**Apply**

Pupils can recognise similarities and differences within and between religions and make links between them.

**Enquire**

Pupils are asking and

suggesting answers to quality questions about values, meaning, commitments, truth and belonging.

**Skills in Burgundy**

RE Skills Progression	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<b>Area of Learning</b>			
<b>Investigate/Enquire</b>	Pupils are beginning to ask good questions about their own and others' experiences.	Pupils can ask important and relevant questions about religion and belief.	Pupils are asking and suggesting answers to quality questions about values, meaning, commitments, truth and belonging.
<b>Express</b>	Pupils can retell religious stories.	Pupils are beginning to identify the impact of religion on believers' lives.	Pupils ask ultimate questions and can express their own and others' views
<b>Interpret</b>	Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols.	Pupils can describe forms of religious expression.	Pupils can use religious vocabulary to describe and show understanding of religious texts, actions and beliefs.
<b>Reflect</b>	Pupils are recognising their own values and the values of others.	Pupils can identify what influences them and the connections between values, commitments, attitudes and behaviour	Pupils are beginning to apply their own ideas to the experiences of others and describe what inspires and influences them.
<b>Empathise</b>	Pupils talk about their own experiences and feelings, what is of value to themselves and others and what they find interesting and puzzling.	Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols.	Pupils can describe the impact of religion of people's lives.
<b>Apply</b>	Pupils can identify different ways in which religion is expressed noticing similarities in religion.	Pupils can recognise similarities and differences between key features of religions and use religious vocabulary to describe them.	Pupils can recognise similarities and differences within and between religions and make links between them.
<b>Analyse</b>	Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols.	Pupils can make links between sacred texts/stories and beliefs.	Pupils can suggest possible reasons for distinctive beliefs within and between religions.
<b>Synthesise</b>	Pupils can identify different ways in which religion is expressed noticing similarities in religion.	Pupils can make links between sacred texts/stories and beliefs.	Pupils can use religious vocabulary to describe and show understanding of religious texts, actions and beliefs.
<b>Evaluate</b>	Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols	Pupils are asking and suggesting answers to quality questions about values, meaning, commitments, truth and belonging.	Pupils can explain how religious texts are used to answer the big questions in life. Pupils can describe why people belong to religions and the challenges they face.

The ladder of expectation and achievement is intended primarily to contribute to planning excellent tasks at the right level appropriate for the pupils' experience, knowledge and ability. If the right tasks are set then the outcomes will be achieved. However, the ladder can be used to make judgements about the level of individual pupils' achievement and this [record sheet](#) in Word format , or [in PDF format](#) can be used.

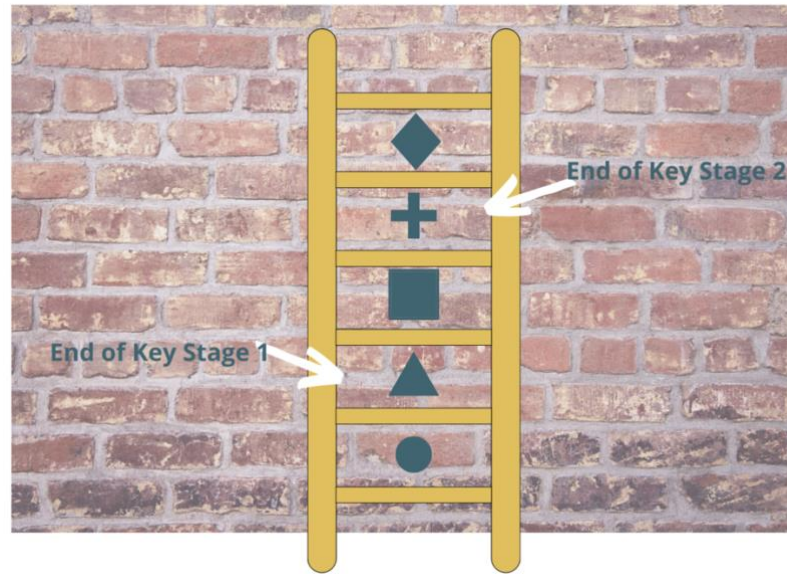
Teachers can set appropriate tasks and make judgements as to whether or not pupils in their class are working at, towards or exceeding expectations of achievement. The recording sheet is designed to be used once each term at the end of a unit.



There are no specific assessment tasks as every task, potentially, can be assessed and contribute to the expected achievements.

At the end of Key Stage 1 pupils are expected to be achieving at rung 2 of the ladder.

At the end of Key Stage 2 pupils are expected to be achieving at rung 4 of the ladder





RE The ladder of Expectation and Achievement in RE	Reception ELG links	Year 1	Year 2 	Year 3 and 4	Year 5 and 6 
	<p><b>Communication and Language</b></p> <p><b>ELG: Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b>ELG: Speaking</b></p> <ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can recall details of stories.</li> <li>Pupils can name features of religious life and practice.</li> <li>Pupils can recognise symbols and use some religious words.</li> <li>Pupils talk about their own experiences and feelings, what is of value to themselves and others and what they find interesting and puzzling.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can retell religious stories.</li> <li>Pupils can use religious words to identify features of religious life and practice suggesting meanings for actions and symbols.</li> <li>Pupils can identify different ways in which religion is expressed noticing similarities in religion. <ul style="list-style-type: none"> <li>Pupils are beginning to ask good questions about their own and others' experiences.</li> <li>Pupils are recognising their own values and the values of others.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Pupils can make links between sacred texts/stories and beliefs.</li> <li>Pupils can recognise similarities and differences between key features of religions and use religious vocabulary to describe them.</li> <li>Pupils can identify what influences them and the connections between values, commitments, attitudes and behaviour.</li> <li>Pupils are beginning to identify the impact of religion on believers' lives.</li> <li>Pupils can describe forms of religious expression.</li> <li>Pupils can ask important and relevant questions about religion and belief.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils can recognise similarities and differences within and between religions and make links between them.</li> <li>Pupils can describe the impact of religion of people's lives.</li> <li>Pupils can use religious vocabulary to describe and show understanding of religious texts, actions and beliefs.</li> <li>Pupils are asking and suggesting answers to quality questions about values, meaning, commitments, truth and belonging.</li> <li>Pupils are beginning to apply their own ideas to the experiences of others and describe what inspires and influences them</li> </ul>

- Express their ideas and feelings about their experiences using full sentences.

**PSED**

**ELG: Self-Regulation**

- Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.

**ELG: Building Relationships**

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

**Literacy**

**ELG: Comprehension**

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

**ELG: Writing**

- Write simple phrases and sentences that can be read by others.

**Understanding the world**

**ELG: Past and Present**

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

**ELG: People, Culture and Communities**

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- 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.

	<ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Expressive Arts and Design</b></p> <p><b>ELG: Creating with Materials</b></p> <ul style="list-style-type: none"> <li>Share their creations, explaining the process they have used.</li> <li>Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>ELG: Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>Invent, adapt and recount narratives and stories with peers and their teacher.</li> </ul>				
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<b>RE End of Key Stage Expectations</b>	<b>Reception ELG links</b>	<b>End of KS1</b>	<b>End of KS2</b>
	<p><b>Communication and Language</b></p> <p><b>ELG: Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b>ELG: Speaking</b></p> <ul style="list-style-type: none"> <li>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>Express their ideas and feelings about their experiences using full sentences.</li> </ul> <p><b>PSED</b></p> <p><b>ELG: Self-Regulation</b></p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly.</li> </ul>	<ul style="list-style-type: none"> <li>*know that Christians believe that God is the creator of the world and everything in it.</li> <li>know that Christians believe that God is three in one, Father, Son and Holy Spirit.</li> <li>be able to retell both the nativity and Easter stories.</li> <li>use religious words to talk about the celebrations of Christmas, Easter and Pentecost.</li> <li>know that Christians believe Jesus is the Son of God who died on the cross and rose again.</li> <li>know that Jesus had 12 special friends called disciples.</li> <li>know that the Bible is the Christian holy book and it contains God’s big story, the salvation plan.</li> <li>be able to retell stories of Jesus’ miracles.</li> <li>have visited a church and confidently talk about their experience and what they have learnt.</li> <li>have had opportunity to ask reflective questions that wonder about religious practice, values and beliefs.</li> <li>be able to give examples of how people of faith put their beliefs into action.</li> <li>know the names and significance of holy books from at least three world faiths.</li> <li>be developing a sense of their own values and the values of others.</li> <li>be able to identify and talk about the places of worship of at least three world faiths.</li> </ul>	<ul style="list-style-type: none"> <li>*know that Christians believe that God is three in one, Father, Son and Holy Spirit – the Trinity.</li> <li>know that Christians believe that in the beginning God created everything and it was good. People spoil the environment and their relationship with God. This is known as the Fall.</li> <li>know that Christians believe that Jesus is the Messiah, the Saviour who came to rescue all people and restore their relationship with God.</li> <li>know that Christians believe Jesus is the Son of God who died on the cross, rose again and is alive with us today.</li> <li>know that Christians believe that Jesus will come again and Earth and Heaven will be transformed to be as God intended (the Kingdom of God).</li> <li>know that Christians try to put the teaching of Jesus, the good news, into practice in their everyday lives and build God’s Kingdom on earth as best they can.</li> <li>know that Pentecost was the start of the church.</li> <li>know that Christians believe that the Holy Spirit is at work in their lives today.</li> <li>know that Christianity is a worldwide multi-cultural faith.</li> <li>know that prayer is an important part of the life of a believer and explain why.</li> <li>know the names and stories of at least 3 people in the past and present times who have been called by God to do his work and speak his word.</li> <li>describe the impact that responding to God’s call has on a believer’s life.</li> </ul>

**ELG: Building Relationships**

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

**Literacy**

**ELG: Comprehension**

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

**ELG: Writing**

- Write simple phrases and sentences that can be read by others.

**Understanding the world**

**ELG: Past and Present**

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

**ELG: People, Culture and Communities**

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- 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.

**Expressive Arts and Design**

**ELG: Creating with Materials**

- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

**ELG: Being Imaginative and Expressive**

- Invent, adapt and recount narratives and stories with peers and their teacher.

- use developing religious vocabulary to talk about the impact religion has on believers' lives.
- be able to make comparisons and identify the similarities and differences between the rules for living in at least three world faiths.
- ask important questions about religion and belief that improves their learning.
- experience a visit to a place of worship other than a church building.
- talk knowledgeably about places of worship, the names and features of buildings and the worship that takes place there.
- retell in detail the stories of Christmas and Easter describing core Christian beliefs and concepts.
- connect Christian practices, values and beliefs to events and teaching in the Bible.
- be able to describe and show understanding of the links between the teachings in Holy Books and the behaviour of the believers.
- be able to express and explain their own opinions on issues they have discussed.
- use an increasingly wide religious vocabulary to talk about the meaning of rites of passage and pilgrimage experienced by believers as they journey through life.
- describe what they think motivates people of faith and explain what inspires and influences them personally.
- ask and suggest answers to questions that show their understanding of distinctive beliefs about God across three world religions.
- know and be able to talk about the links between Christianity and Judaism.
- describe the similarities and differences within and between Christian denominations with particular reference to the Eucharist

