



# Religious Education Progression Ladder

## Pitmaston Primary School



This document gives a clear overview of the progression of substantive and disciplinary knowledge that our pupils are taught in Religious Education, throughout their primary education at Pitmaston Primary School.

Our curriculum is designed so that key, fundamental knowledge is revisited, allowing deliberate opportunities for retrieval practice, therefore embedding key learning.

Vocabulary is built upon each year, whilst still allowing prior language to be referred to across the key stages.



EYFS	Nursery Pupils will know how to:	Reception Pupils will know how to:
<b>Understanding of the World</b>	<ul style="list-style-type: none"> <li>• Talk about what they see, using a wide vocabulary.</li> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• Begin to make sense of their own life-story and family's history</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise some environments that are different to the one in which they live.</li> <li>• Talk about members of their immediate family and community</li> <li>• Understand that some places are special to members of the community</li> <li>• Recognise some similarities and differences between life in this country and life in other countries.</li> </ul>
<b>Expressive Arts and Design</b>		
<b>Mathematics</b>		
<b>Literacy</b>	<ul style="list-style-type: none"> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.</li> <li>• Re-read what they have written to check that it makes sense.</li> </ul>
<b>Communication &amp; Language</b>	<ul style="list-style-type: none"> <li>• Use a wider range of vocabulary.</li> <li>• Understand 'why' questions</li> <li>• Start a conversation with an adult or a friend and continue it for many turns.</li> <li>• Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn new vocabulary.</li> <li>• Articulate their ideas and thoughts in well-formed sentences</li> <li>• Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> </ul>
<b>Personal, Social and Emotional Development</b>	<ul style="list-style-type: none"> <li>• Select and use activities and resources, with help when needed.</li> <li>• Establish their sense of self</li> <li>• Engage with others through gestures, gaze and talk.</li> <li>• Develop their sense of responsibility and membership of a community</li> </ul>	<ul style="list-style-type: none"> <li>• Think about the perspectives of others.</li> <li>• Build constructive and respectful relationships</li> </ul>
<b>Physical Development</b>		



Year 1	<b>Making Sense of beliefs: Traditions of religions / recognition of key sacred texts / sources of authority</b>  Developing	<b>Interpretation: How and why are beliefs interpreted differently?</b>	<b>Understanding the impact: How and why people put beliefs into action</b>	<b>Making connections: Evaluate, reflect and connect beliefs and practices studied. Making connections with own values and beliefs How do we become better citizens?</b>
<b>Vocabulary:</b>	1.1 Christian, God, Bible, Jesus, Parable, Love, Forgive, Church, Pray, Belief, Worship, Praise, Sorry, Father, Prodigal. 1.3 Christmas, Tradition, Special, Incarnation, Gospel, Gabriel, Mary, Jesus, Angel, Shepard, Luke, Celebration, Advent, Nativity, Bethlehem, Wreath, 'Good News', 'Light of the World'. 1.10 Faith community, Symbol, Group, Belonging, Jewish, Samaritan, Family, Aqiqah, Ceremony, Vows, Prayers, Hymns, Ketubah, Chuppah, Wedding. 1.5 'Holy Week', Jerusalem, Cross, Betrayal, 'Easter Sunday', Heaven, 'Good Friday', Death, 'Palm Sunday', Salvation. <b>1.7 Shema, Jewish, Kosher, 'Star of David', Shabbat, Mezuzah, Scroll, Creation, Sukkot, Chanukah</b> 1.4 New Testament, Matthew, Roman, Tax Collector, Account, Peace, John, 'Trinity Church', Friendship, Confession, Priest, Vicar.			
	<p>Know, understand and identify parables including The Lost Son</p> <p>Recognise that stories of Jesus' life come from the Gospels and recall Bible stories explaining their meaning for Christians</p> <p>Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians</p> <p>Understand and be able to explain Incarnation and Salvation Recall stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation</p> <p>Recognise the words of the Shema as a Jewish prayer</p> <p>Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless</p>	<p>Communicate what Jesus and one other religious leader taught about loving other people and that loving others is important in lots of communities</p> <p>Give an example of how some Jewish people might remember God in different ways</p> <p>Think, talk and ask questions about Christmas for people who are Christians and for people who are not</p> <p>Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences</p>	<p>Give examples of a way in which Christians show their belief in God as loving and forgiving and how Christians put their beliefs into practice in worship</p> <p>Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas and Jesus' death and resurrection in church worship at Easter</p> <p>Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean</p> <p>Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious)</p> <p>Give examples of how Jewish people celebrate special times</p> <p>Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives</p>	<p>Think, talk ask questions and reason about whether they can learn anything from the story for themselves, exploring different ideas</p> <ul style="list-style-type: none"> <li>Decide what they personally have to be thankful for, giving a reason for their ideas.</li> </ul> <p>Identify what is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.</p> <p>Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.</p> <p>Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas</p> <p>Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas.</p>



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Year 2	Making Sense of beliefs: Traditions of religions / recognition of key sacred texts / sources of authority	Interpretation: How and why are beliefs interpreted differently?	Understanding the impact: How and why people put beliefs into action	Making connections: Evaluate, reflect and connect beliefs and practices studied. Making connections with own values and beliefs How do we become better citizens?
<b>Vocabulary:</b>	1.6 Allah, Islam, Tawhid, Iman, Shahadah, Mohammed, Muslims, 'Call to Prayer', Adhan, Qur'an, Prophet, Wise, Justice, Fairness, Messenger, Five Pillars, Respect, Self-control, Virtues. 1.7 Shema Jewish Koshet 'Star of David' Shabbat Mezuzah Scroll Creation Sukkot Chanukah 1.8 Sacred, Holy, Easter, Mosque, Synagogue, Precious, Artefact, Psalms, Qur'an, Hope, Community, Holy. 1.2 Creator, Natural, Genesis, Praise, Grace, Tradition, Harvest, Festival, Thankful, Grateful 1.9 Unique, Important, Non-Religious, Scripture, Special, Believers.			
	<p>Recognise the words of the Shahadah and its importance for Muslims. Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah - give a simple description of what some of them mean</p> <p>Give examples of how stories about the Prophet show what Muslims believe about Muhammad</p> <p>Retell simply some stories used in Jewish celebrations (e.g. Chanukah)</p> <p>Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like</p> <p>Recognise that there are special places where people go to worship, and talk about what people do there</p> <p>Retell the story of creation from Genesis 1:1-2:3 simply and understand what the story tells Christians about God, Creation and the world</p> <p>Identify a story or text that says something about each person being unique and valuable</p> <p>Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world</p>	<p>Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean</p> <p>Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship</p> <p>Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe</p>	<p>Give examples of how Muslims use the Shahadah to show what matters to them</p> <p>Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions and give examples of how Muslims put their beliefs about prayer into action</p> <p>Make links between Jewish ideas of God found in the stories and how people live</p> <ul style="list-style-type: none"> <li>• Give simple examples of how people worship at a church, mosque or synagogue</li> <li>• Talk about why some people like to belong to a sacred building or a community</li> </ul> <p>Give at least one example of what Christians do to say 'thank you' to God for Creation</p> <p>Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories</p> <p>Give examples of how Christians and Jews can show care for the natural earth</p> <ul style="list-style-type: none"> <li>• Say why Christians and Jews might look after the natural world</li> </ul>	



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Year 3			
Making Sense of beliefs: Traditions of religions / recognition of key sacred texts / sources of authority	Interpretation: How and why are beliefs interpreted differently?	Understanding the impact: How and why people put beliefs into action	Making connections: Evaluate, reflect and connect beliefs and practices studied. Making connections with own values and beliefs How do we become better citizens?
<b>Vocabulary:</b>	2.2 Old Testament, New Testament, Books, Chapters, Verses, Friendship, Noah, Abraham, Joseph, Qualities, Obedience, Responsibility, People Of God, God's Commands, Pact, Obey, Hope, Covenant, Agreements, Evil, Promises, Wedding, Connection, Jews, Trust, Symbol, Commitment, Follow. 2.11 Journey, Non-Religious, Metaphor, Significant, Milestone, Ceremony, Responsibility, Rituals, Baptists, Pentecostal, Believers, Baptism, Church Of England, Roman Catholic, Infant, Confession, Hindu, Sacred Thread Ceremony, Jews, Bar Mitzvah, Humanist, Symbolism, Sign Post, Guide Book, Spiritual, Map Of Life, Commitment, Belonging. 2.1 Nature, The World, Narrative, Stewards, Caretakers, God As The Creator, Adam, Eve, The Fall, Sins, Separation. 2.4 Possession, Disciples, Good News, Biography, Matthew, Qualities, Qualifications, Healing, Leper, Unclean, Rejected, Healed, Vulnerable, The Good Samaritan, Followers, Baptism, Charity, Connecting, Church Leader, Neighbour, Routines, Faith. 2.12 Local, Global, Jews, Holy Spirit, Muslims, Good/Bad Deeds, God's Mercy, Guides, Non-Religious Belief System, The Ten Commandments, The Two Commandments Of Jesus, The Golden Rule, Tikkun Olam, Tzedaka, Festival, Zakah, Charity, Inspirational, Contribution, Christian Aid, Islamic Relief, Listening, Conscience, Humanist, Justice, Secular, Forgiveness, Honesty, Kindness, Generosity. 2.9 Five Pillars, Ramadan, Eid, Arabic, Harmony, Submit, Surah, Tawhid, Salah, Submitting, Significance, Fasting, Self-Control, Night Of Power, Submission, Self-Disciplined.		
<p>Make clear links between the story of Noah and the idea of covenant</p> <p>Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean</p> <p>Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today</p> <p>Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian</p> <p>Identify some beliefs about God in Islam, expressed in Surah 1</p> <p>Give examples of Ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve.</p> <p>Make links between Muslim beliefs about God and a range of ways in which Muslims worship</p>	<p>Make clear links between Genesis 1 and what Christians believe about God and Creation Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world</p> <p>Make clear links between beliefs about God and Ibadah (e.g. how God is worth worshiping; how Muslims submit to God)</p> <p>Make links between religious beliefs and teachings and why people try to live and make the world a better place(e.g. Tikkun Olam and the charity Tzedek</p> <p>Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism)</p> <p>Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas</p> <p>Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas</p>	<p>Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony</p> <p>Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean</p> <p>Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals)</p> <p>Identify some differences in how people put their beliefs into action</p> <p>Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims</p>	<p>Make links between the story of Noah and how we live in school and the wider world.</p> <p>Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the milestones</p> <p>Make links between ideas of love, commitment and promises in religious and non-religious ceremonies</p> <p>Give good reasons why they think ceremonies of commitment are or are not valuable today</p> <p>Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today.</p> <p>Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.</p> <p>Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better</p> <p>Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views.</p>



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Year 4			
Making Sense of beliefs: Traditions of religions / recognition of key sacred texts / sources of authority	Interpretation: How and why are beliefs interpreted differently?	Understanding the impact: How and why people put beliefs into action	Making connections: Evaluate, reflect and connect beliefs and practices studied. Making connections with own values and beliefs How do we become better citizens?
<b>Vocabulary:</b>	<p>2.3 Cleansing, Life-Giving, Symbolic, Life Story, Biography, Trinity, Jesus As The Son Of God And The Holy Spirit, Rescue, Humanity, Father, Son, Holy Spirit, God The Father And Creator, God The Father And Saviour, God The Holy Spirit, Celebration.</p> <p>2.8 Hinduism, European, Diverse, Religious, Tradition, Eternal Way, Way Of Life, Dharma, Moral, Social, Shrine, Statues, Deities, Puja, Holy Text, Temple, Ritual, Attributes, Characters, Britain, Rama, Sita, Vishnu, Light, Good Overcoming Bad, Temptation, Fortune, Prosperity.</p> <p>2.7 Aum, Universe, Brahman, Deity, Vishnu, Shiva, Understanding, Ultimate Reality, Distinctive, Express, Life, Re-Birth, Destruction, Puja, Diwali, Atman.</p> <p>2.6 Resurrection, Pentecost, Kingdom, Disciples, God Rules On Earth, Empower, King, God As Trinity, Spirit Of God, The Lords' Prayer, Atheist</p> <p>2.5 Separated, Obedience, Mary The Mother Of Jesus, Saving, Joy.</p> <p>2.10 Judaism, Festival, Significance, Rosh Hashanah, Yom Kippur, Atonement, Repentance, Deliverance, Resolutions, Passover, Exodus, Slavery, Freedom, Egypt, Gratitude.</p>		
<p>Recognise what a 'Gospel' is and give an example of the kinds of stories it contains</p> <p>Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live</p> <p>Describe how Hindus show their faith within their families in Britain today (e.g. home puja arti and bhajans at the mandir; in festivals such as Diwali)</p> <p>Identify some Hindu deities and say how they help Hindus describe God</p> <p>Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God</p> <p>Offer informed suggestions about what Hindu murtis express about God</p> <p>Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth and Offer informed suggestions about what they might mean • Give examples of what Pentecost means to some Christians now</p> <p>Recognise the word 'Salvation'</p> <p>Offer informed suggestions about what the events of Holy Week mean to Christians</p> <p>Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean</p> <p>Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people</p>	<p>Offer suggestions about what texts about baptism and Trinity mean</p> <p>Give examples of what these texts mean to some Christians today</p> <p>Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India)</p> <p>Identify some different ways in which Hindus worship</p> <p>Offer informed suggestions about the meaning of the Exodus story for Jews today</p> <p>Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean</p>	<p>Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma)</p> <p>Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali)</p> <p>Describe how Christians show their beliefs about the Holy Spirit in worship</p> <p>Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities</p> <p>Describe how Christians show their beliefs about Jesus in worship in different ways</p> <p>Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals)</p> <p>Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities</p>	<p>Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like.</p> <p>Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.</p> <p>Make links between the Hindu idea of everyone having a 'spark' of God in them and ideas about the value of people in the world today, giving good reasons for their ideas.</p> <p>Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas.</p> <p>Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.</p> <p>Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future</p> <p>Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas.</p>



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Year 5				
Making Sense of beliefs: Traditions of religions / recognition of key sacred texts / sources of authority		Interpretation: How and why are beliefs interpreted differently?	Understanding the impact: How and why people put beliefs into action	Making connections: Evaluate, reflect and connect beliefs and practices studied. Making connections with own values and beliefs How do we become better citizens?
Vocabulary:	2.1 Divine Being, Holiness, Cathedral, Guidelines. 2.8 Authority, Valuable, Muslim Groups, Sunni, Shi'a, Sufi, Salat, Sawm, Eid-Ul-Adha, Ibrahim (Abraham), Ismail, 'Final Revealed Word Of God', Angel Jibril, Musa (Moses), Isa (Jesus), Hadith. 2.3 Prophecy, People Of God, Hoped-For Messiah. 2.5 Sacrifice, Substitute, Burden, Martyr, Commemoration, Charter. 2.9 Orthodox Jews, Progressive Judaism, Contemporary Jews, Nevi'im (the Prophets), Ketuvim (the Writings), Tenakh, Rosh Hashanah. 2.10 Code for Living, Moral Concepts, Value.			
	Identify some different types of biblical texts, using technical terms accurately  Explain connections between biblical texts and Christian ideas of God, using theological terms  Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. Tawhid; Muhammad as the Messenger, Qur'an as the message)  Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow example of the Prophet)  Explain the place of Incarnation and Messiah within the 'big story' of the Bible and outline this, explaining how Incarnation and Salvation fit within it  Identify Gospel and prophecy texts, using technical terms  Explain what Christians mean when they say that Jesus' death was a sacrifice	Explain connections between biblical texts, Incarnation and Messiah, using theological terms Identify and explain Jewish beliefs about God  Give examples of some texts that say what God is like and explain how Jewish people interpret them  Show how Christians put their beliefs into practice in different ways  Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice)  Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view  Make connections between Muslim beliefs studied and Muslim ways of living in Britain/ Worcestershire today  Weigh up how far the idea of Jesus as the 'Messiah' – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers.	Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed  Show how Christians put their beliefs into practice in worship  Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art) Give evidence and examples to show how Muslims put their beliefs into practice in different ways  Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas, comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible  Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper  Make clear connections between Jewish beliefs about the Torah and how they use and treat it • Make clear connections between Jewish commandments and how Jews live  Make clear connections between Christian and Humanist ideas about being good and how people live	Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.  Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims • Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.  Weigh up the value and impact of ideas of sacrifice in their own lives and the world today. Articulate their own responses to the idea of sacrifice, recognising different points of view.  Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today. Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish.  Raise important questions and suggest answers about how and why people should be good Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.





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Year 6				
Making Sense of beliefs: Traditions of religions / recognition of key sacred texts / sources of authority		Interpretation: How and why are beliefs interpreted differently?	Understanding the impact: How and why people put beliefs into action	Making connections: Evaluate, reflect and connect beliefs and practices studied. Making connections with own values and beliefs How do we become better citizens?
<b>Vocabulary:</b>	2.2 Interpretations, Scientific Account, Literal Account, Cosmology, Evolution, Unbelievers, Conflict, Contemporary. 2.4 Greatest Commandments, Sermon on the Mount, Persecuted, Reconciliation. 2.7 Karma, Samsara, Moksha, Brahman, Atman, Reincarnation, Purusharthas (aims of life). 2.6 Kingdom of God, Kingdom of Heaven. 2.11 Theist, Atheist, Agnostic, Agnosticism, Atheism. 2.12 Suffering, Bereavement, Afterlife.			
Identify what type of text some Christians say Genesis 1 is, and its purpose. Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives	Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations	How understanding of why many Christians find science and faith go together	Make clear connections between Genesis 1 and Christian belief about God as Creator	
Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc.. Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live	Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts	Give evidence and examples to show how Hindus put their beliefs into practice in different ways	Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives	
Make clear connections between biblical texts and the concept of the kingdom and of God what people believe about God and the impact of this belief on how they live	Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations	Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice	Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus	
Identify features of Gospel texts (for example, teachings, parable, narrative)	Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses	Show how Christians put their beliefs into practice in different ways	Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.	
Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately	Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views.	Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis)	Articulate their own responses to the idea of the importance of love and service in the world today.	
Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs	Articulate their own responses to the issues studied, recognising different points of view.	Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement)	Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging	
Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from	Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these	Give examples of ways in which beliefs about resurrection/ judgement/heaven/karma/reincarnation make a difference to how someone lives	Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not	
Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences	Give examples of reasons why people do or do not believe in God		Make connections between belief and behaviour in their own lives, in the light of their learning.	