



Semley RE: Progression of knowledge and skills EYFS to Year 6

	EYFS	NC End of KS1	(LKS2)	(UKS2)
AT1 Learning about religion and belief <i>(knowledge and understanding of)</i>	Listen and respond to religious stories. Communicate through talk or gesture about a range of special objects/places/people/practices. Use some basic religious vocabulary that reflects the breadth of their experience.	Pupils use religious words and phrases to identify some features on religion and its importance for some people. They begin to show awareness of similarities in religions. Pupils retell religious stories and suggest meanings for religious actions and symbols. They identify how religion is expressed in different ways.	Pupils use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences make links between beliefs and sources, including religious stories and sacred texts Pupils begin to identify the impact religion has on believers lives describe some forms of religious expression	Pupils use developing religious vocabulary to describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences Pupils make links between them, and describe some similarities and differences both within and between religions Pupils describe the impact of religion on people's lives Pupils suggest meanings for a range of forms of religious expression
AT2 Learning from religion and belief <i>(response, reflection, evaluation and application to questions of)</i>	Show awareness of things and people that matter to them and link this to learning in RE. Show curiosity and interest in the world around them. Understand what is right, what is wrong and why .	Pupils ask, and respond sensitively to, questions about their own and others' experiences and feelings, in relation to religion and belief They recognise that some questions cause people to wonder and are difficult to answer. In relation to matters of right and wrong they recognise their own values and those of others	Pupils identify what influences them, making links between aspects of their own and others' experiences, in relation to religion and belief Pupils ask important questions about religion and beliefs, making links between their own and others responses Pupils make links between religious and non- religious values and commitments, and their own attitudes and behaviour	Pupils raise and suggest answers to questions and issues raised by religion and belief Pupils apply their ideas relating to their study of religion and belief to their own and other people's lives Pupils describe what inspires and influences themselves and others, in relation to religion and belief

Semley R.E. Progression of knowledge and skills at EYFS (from Development Matters 2021)

Children in reception will be learning to:	Examples of how to support this:
Name and describe people who are familiar to them.	Talk about people that the children may have come across within their community, such as delivery and shop staff, hairdressers, the police, the fire service, nurses, doctors and teachers. Listen to what children say about their own experiences with people who are familiar to them.
Understand that some places are special to members of their community.	Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible. Take children to places of worship and places of local importance to the community. Invite visitors from different religious and cultural communities into the classroom to share their experiences with children.
Recognise that people have different beliefs and celebrate special times in different ways	Weave opportunities for children to engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year. Help children to begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>AT 1 Learning about religion and belief (knowledge and understanding of)</p> <p>KEY Understanding Christianity Discovery RE Herts SOW Twinkl</p> <p>A or B relates to Year A or B Number relates to term Letter relates to class So A2K is Year A, term 2, Kites Or B3R is Year B, term 3, Robins</p>	<p>A1 Can remember something Jesus said or did to be kind.</p> <p>A2 I can remember some of the Christmas story</p> <p>A3 I can recognise some of the symbols used at Channukah</p> <p>A4 To know that Easter is very important in the 'big story' of the Bible and the main outline of Easter events.</p> <p>A5 Retell the story of creation from Genesis 1:1–2.3 simply. Recognise that 'Creation' is the beginning of the 'big story' of the Bible. Say what the story tells Christians about God, Creation and the world. Give at least one example of what Christians do to say thank you to God for the Creation.</p> <p>B1 Pupils know that Christians believe in God as seen in the Bible. They know that a parable is 'a story (in this case told by Jesus) to help people understand ideas'. They know that Christians believe that God is loving kind forgiving and fair.</p> <p>B2 To know that Christians celebrate Jesus' birth</p> <p>B2 To know that Christians believe that Jesus is God. To Know the events of the birth narrative</p> <p>B2 To begin to talk about examples of how this theme</p>	<p>A1R I can retell a story Jesus told about being kind or give an example when Jesus showed kindness OR A1D I can explain one Christian viewpoint about one of Jesus's healing miracles</p> <p>A2R I can remember the Christmas story including which gifts were given to Jesus OR A2D I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God to the world.</p> <p>A3R I can tell you what some Chanukah symbols mean OR A3D I can tell you about some Hindu Gods and start to explain their significance to Hindu's</p> <p>A4R Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. OR A4D Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). Recognise that Jesus gives instructions about how to behave. Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter</p> <p>A5R Retell the story of creation from Genesis 1:1–2.3 simply. Recognise that 'Creation' is the beginning of the 'big story' of the Bible. Say what the story tells Christians about God, Creation and the world. Give at least one example of what Christians do to say</p>	<p>A1 I can explain one Christian viewpoint about one of Jesus's healing miracles</p> <p>A2 I can explain how Jesus coming to the world shows Christians they should love/help people and the world.</p> <p>A3 I can describe what a Hindu might believe about one of the Hindu Gods and start to understand that Brahman is in everything.</p> <p>A4 To recognise that God, Incarnation, Gospel and Salvation are part of the 'big story' of the Bible.</p> <p>A4 To tell stories of Holy Week and Easter and make a link with the idea of Salvation</p> <p>A4 Give at least three examples of how Christians show their beliefs about Jesus as saviour in church worship.</p> <p>A5 To retell the story of creation from Genesis 1:1–2:3 simply. Say what the story tells Christians about God, creation and the world.</p> <p>A5 To give at least two examples of what Christians do to look after the world for God.</p> <p>A6 I can describe the Muslim prayer routine and explain how they believe this helps them in their everyday lives.</p> <p>B1 Tell the key points of the story of Jonah from the Bible, and recognise a link with the concept of God.</p>	<p>A1 Make clear links between the story of Noah and the idea of covenant. Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.</p> <p>A2 I can describe one thing a Christian might learn about Jesus from Christmas symbol</p> <p>A3 Identify and describe similarities and differences in religious practices and lifestyles both within and between religions. To use and interpret information about religions from a range of sources</p> <p>Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'. Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean. Give examples of what the texts studied mean to some Christians. Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities. Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship</p> <p>A5 Place the concepts of God and Creation on a timeline of the Bible's 'Big Story'. Make clear links between Genesis 1 and what Christians believe about God and Creation.</p>	<p>A10 Make clear links between the story of Noah and the idea of covenant. Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. OR A1K Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms. Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave. Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others.</p> <p>A20 I can describe one thing a Christian might learn about Jesus from a Christmas symbol OR A2K I can start to explain the Christian belief that Jesus was the incarnation of God</p> <p>A30 to use and interpret information about religions from a range of sources OR A3K I can describe how different practices enable Hindus to show their commitment to god and understand that some of these will be more significant to some Hindus than others.</p> <p>A40 Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'. Offer suggestions for what the texts about the entry into</p>	<p>A1 Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms. Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave. Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others.</p> <p>A2 I can describe what a Christian learns from the Christmas story</p> <p>A3 I can describe how different practices enable Hindus to show their commitment to god and understand that some of these will be more significant to some Hindus than others.</p> <p>A4 To outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.</p> <p>A4 Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms.</p> <p>A4 Suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts.</p> <p>A4 Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion or Lord's Supper. Show how Christians put their beliefs into practice.</p>

<p>has been explored in art and music</p> <p>B3 To know the correct vocabulary for items used in Shabbat and things special to the Jews</p> <p>B4 To know that Christians believe that Jesus brings the good news and that God loves them</p> <p>B4 To know that Christians will pray to God to; say sorry, ask for things and to say thank you.</p> <p>B5 I can remember a story about Jesus showing friendship and talk about it.</p>	<p>thank you to God for the Creation. OR</p> <p>A5D Retell the story of creation from Genesis 1:1–2:3 simply. Say what the story tells Christians about God, creation and the world.</p> <p>Give at least two examples of what Christians do to look after the world for God.</p> <p>A6R I can talk about the Seder meal, or another Jewish practice, with some detail. OR A6D I can use the right words to describe how Muslims pray and begin to explain why they do this.</p> <p>B1R Identify what a parable is. Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father.</p> <p>Give clear, simple accounts of what the story means to Christians.</p> <p>Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others.</p> <p>Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example. OR</p> <p>B1D Tell the key points of the story of Jonah from the Bible, and recognise a link with the concept of God.</p> <p>Give clear, simple accounts of what the text means to Christians.</p> <p>Give an example of a way in which Christians use the story of Jonah to guide their beliefs about God, for example, seeing God as Lord, i.e. in control of events and being fair: God wants to save the people of Nineveh.</p>	<p>Give clear, simple accounts of what the text means to Christians.</p> <p>Give an example of a way in which Christians use the story of Jonah to guide their beliefs about God, for example, seeing God as Lord, i.e. in control of events and being fair: God wants to save the people of Nineveh.</p> <p>B1 Recognise that Incarnation is part of the ‘Big Story’ of the Bible.</p> <p>Tell the story of the birth of Jesus and recognise the link with Incarnation — Jesus is ‘God on Earth’.</p> <p>B2 Give at least two examples of ways in which Christians use the nativity story in churches and at home; for example, using nativity scenes and carols to celebrate Jesus’ birth.</p> <p>B3 I can explain where Islam was founded and who founded the Muslim faith. I can explain the key beliefs held by Muslims. I can explain the key features in a Muslim’s place of worship. I can name and explain the key Muslim festivals. I can explain what the Muslim holy book is and how it is used. I can recognise the main symbol associated with Islam</p> <p>B4 Tell stories from the Bible and recognise a link with a concept: for example, the idea of ‘good news’ links to the practice of being thankful.</p> <p>Give clear, simple accounts of what the texts mean to Christians: for example, that people can trust God, and that they should say thank you to God for his good gifts.</p>	<p>Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God’s creation is; care for the earth in some specific ways.)</p> <p>A6 To understand what commitment means and how it can be demonstrated in different ways</p> <p>To understand and explain why people make sacrifices</p> <p>To summarise the importance of fasting in Islam. To identify how commitment is shown through marriage ceremonies.</p> <p>B1 Identify the difference between a ‘Gospel’, which tells the story of the life and teaching of Jesus, and a letter. Offer suggestions about what texts about baptism and Trinity might mean.</p> <p>Give examples of what these texts mean to some Christians today.</p> <p>Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.</p> <p>B2 describe the key aspects of religions and Christmas traditions that influence the beliefs and values of others</p> <p>To investigate the significance of religion in the local, national and global communities.</p> <p>To know how religious festivals are related to key figures, events and stories and how these are celebrated within families and religious communities</p> <p>B3 to know about about places of religious importance, preferably exploring through visits; the way each place is</p>	<p>Jerusalem, and the death and resurrection of Jesus might mean.</p> <p>Give examples of what the texts studied mean to some Christians.</p> <p>Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.</p> <p>Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.</p> <p>OR</p> <p>A4K A4 To outline the timeline of the ‘big story’ of the Bible, explaining how Incarnation and Salvation fit within it.</p> <p>Explain what Christians mean when they say that Jesus’ death was a sacrifice, using theological terms.</p> <p>Suggest meanings for narratives of Jesus’ death/ resurrection, comparing their ideas with ways in which Christians interpret these texts.</p> <p>Make clear connections between the Christian belief in Jesus’ death as a sacrifice and how Christians celebrate Holy Communion or Lord’s Supper.</p> <p>Show how Christians put their beliefs into practice.</p> <p>A5O Place the concepts of God and Creation on a timeline of the Bible’s ‘Big Story’.</p> <p>Make clear links between Genesis 1 and what Christians believe about God and Creation.</p> <p>Describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God’s creation is; care for the earth in some specific ways.)</p> <p>OR</p>	<p>A5 Outline the importance of Creation on the timeline of the ‘big story’ of the Bible. Identify what type of text some Christians say Genesis 1 is, and its purpose.</p> <p>Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.</p> <p>Make clear connections between Genesis 1 and Christian belief about God as Creator.</p> <p>Show understanding of why many Christians find science and faith go together.</p> <p>A6 I can describe how different practices enable Muslims to show their commitment to god and understand that some of these will be more significant to some Muslims than others.</p> <p>B1 Identify some different types of biblical texts, using technical terms accurately. Explain connections between biblical texts and Christian ideas of God, using theological terms.</p> <p>Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed.</p> <p>Show how Christians put their beliefs into practice in worship</p> <p>B2 Explain the place of Incarnation and Messiah within the ‘big story’ of the Bible. Identify Gospel and prophecy texts, using technical terms. Explain connections between biblical texts, Incarnation and Messiah, using theological terms.</p>
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OR</p> <p>B2D Recognise that Incarnation is part of the 'Big Story' of the Bible.</p> <p>Tell the story of the birth of Jesus and recognise the link with Incarnation — Jesus is 'God on Earth'.</p> <p>Give at least two examples of ways in which Christians use the nativity story in churches and at home; for example, using nativity scenes and carols to celebrate Jesus' birth.</p> <p>B3R I can talk about some of the things Jewish people do to celebrate Shabbat OR</p> <p>B3D I can explain where Islam was founded and who founded the Muslim faith.</p> <p>I can explain the key beliefs held by Muslims.</p> <p>I can explain the key features in a Muslim's place of worship.</p> <p>I can name and explain the key Muslim festivals.</p> <p>I can explain what the Muslim holy book is and how it is used.</p> <p>I can recognise the main symbol associated Islam</p> <p>B4R Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news.</p>	<p>Describe how Christians show their beliefs: for example, thanking God in prayer.</p> <p>Give at least two examples of ways in which Christians use Bible stories and texts to guide their beliefs about prayer, in their church communities and their own lives.</p> <p>B5 I can tell you about the Christian belief in Jesus' resurrection and start to explain why this is so important to them.</p> <p>B6 I can explain who founded Hinduism and where. I can explain the main beliefs in Hinduism.</p> <p>I can explain which places are special to Hindus.</p> <p>I can name and describe some special Hindu festivals.</p> <p>I can explain that Hindus have multiple holy books.</p> <p>I can name and explain the meanings of Hindu symbols.</p>	<p>used and its meaning and significance</p> <p>B4 Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'.</p> <p>Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.</p> <p>Give examples of what the texts studied mean to some Christians.</p> <p>Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.</p> <p>Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.</p> <p>B5 Make clear links between the story of Noah and the idea of covenant.</p> <p>Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony</p> <p>B6 to know about individual beliefs and consider the ways in which members of faith communities describe their understanding of God/gods. to describe the key aspects of religions and traditions that influence the beliefs and values of others</p> <p>B6 to know the main rituals within acts of worship or meditation and recognise that shared feelings are a part of worship.</p>	<p>A5K Outline the importance of Creation on the timeline of the 'big story' of the Bible.</p> <p>Identify what type of text some Christians say Genesis 1 is, and its purpose.</p> <p>Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.</p> <p>Make clear connections between Genesis 1 and Christian belief about God as Creator.</p> <p>Show understanding of why many Christians find science and faith go together.</p> <p>A6O To understand what commitment means and how it can be demonstrated in different ways</p> <p>To explain how commitment is demonstrated in coming of age rituals</p> <p>To understand and explain why people make sacrifices</p> <p>To summarise the importance of fasting in Islam. To identify how commitment is shown through marriage ceremonies.</p> <p>OR</p> <p>A6K I can describe how different practices enable Muslims to show their commitment to god and understand that some of these will be more significant to some Muslims than others.</p> <p>B1O Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter.</p> <p>Offer suggestions about what texts about baptism and Trinity might mean.</p> <p>Give examples of what these texts mean to some Christians today.</p>	<p>Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.</p> <p>Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.</p> <p>B3 I can explain how believing in Akhirah influences Muslims to do their best to lead good lives</p> <p>B4 Identify features of Gospel texts (for example, teachings, parable, narrative). Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations. Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.</p> <p>B5 Explain connections between biblical texts and the concept of the Kingdom of God. Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations.</p> <p>Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community.</p> <p>B6 I can compare Christian and Hindu beliefs relating to life after death and tell you how these make a difference to believers lives.</p>
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		<p>I can explain the main beliefs in Hinduism.</p> <p>I can explain which places are special to Hindus.</p> <p>I can name and describe some special Hindu festivals.</p> <p>I can explain that Hindus have multiple holy books.</p> <p>I can name and explain the meanings of Hindu symbols.</p>			<p>of the Bible.</p> <p>B3 to know about about places of religious importance, preferably exploring through visits; the way each place is used and its meaning and significance</p> <p>OR</p> <p>B3K I can explain how believing in Akhirah influences Muslims to do their best to lead good lives</p> <p>B4 Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'. Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean. Give examples of what the texts studied mean to some Christians. Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities. Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.</p> <p>OR</p> <p>B4K Identify features of Gospel texts (for example, teachings, parable, narrative). Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations. Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.</p>	
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					<p>B5O Make clear links between the story of Noah and the idea of covenant. Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony OR B5K Explain connections between biblical texts and the concept of the Kingdom of God. 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 in different ways, including in worship and in service to the community.</p> <p>B6O to know about individual beliefs and consider the ways in which members of faith communities describe their understanding of God/gods. To describe the key aspects of religions and traditions that influence the beliefs and values of others To know the main rituals within acts of worship or meditation and recognise that shared feelings are a part of worship. OR B6K I can compare Christian and Hindu beliefs relating to life after death and tell you how these make a difference to believers' lives.</p>	
<p>AT2 Learning from religion and belief (response, reflection, evaluation and application to questions of)</p> <p>KEY</p>	<p>A1 I can say if I think Christians should be kind.</p> <p>A2 I can suggest a gift I would give to Jesus</p> <p>A3 I can begin to understand how it feels to Jewish children to take part in some Chanukah activities and start to think</p>	<p>A1R I can say if I think Christians should be kind and give a reason. OR A2D I can reflect on whether God should send Jesus again, now.</p>	<p>A1 I can start to say whether I believe Jesus actually healed people or not.</p> <p>A2 I can reflect on whether God should send Jesus again, now.</p> <p>A3 I can recognise what I think about some Hindu beliefs</p>	<p>A1 Make links between the story of Noah and how we live in school and the wider world.</p> <p>A2 I can ask questions about what Christmas means to Christians and compare this with what it means to me</p>	<p>A1O Make links between the story of Noah and how we live in school and the wider world. OR A1K Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying</p>	<p>A1 Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.</p>

<p>Understanding Christianity Discovery RE Herts SOW Twinkl</p> <p>A or B relates to Year A or B Number relates to term Letter relates to class So A2K is Year A, term 2, Kites Or B3R is Year B, term 3, Robins</p>	<p>about which of these activities might help them feel closer to God</p> <p>A4 Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.</p> <p>A5 Think, talk and ask questions about living in an amazing world.</p> <p>A6 I can talk about an agreement Jewish people make with God and say if this is important</p> <p>A6 I can start to make a connection between being Jewish and decisions about behaviour</p> <p>A6 I can talk about my friends and why I like them.</p> <p>A6 I can start to express an opinion about what might be important to Jews</p>	<p>A2R I can think of a gift I would give Jesus and say why I especially chose that for him OR A2D I can give a reason why Christians think God gave Jesus to the world.</p> <p>A3R I can begin to understand how it feels to some Jewish children to take part in Chanukah activities and start to think about which one of these activities might help them to feel closer to God OR A3D I can explain why I think some Chanukah activities would help ways Jewish children begin to feel closer to God during Chanukah</p> <p>A4R Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas. OR A4D Think, talk and ask questions about whether the text has something to say to them (for example, about forgiveness is important), exploring different ideas.</p> <p>A5R+D Think, talk and ask questions about living in an amazing world.</p> <p>A6R I can suggest what I think are the most and least important things Jews do that God asks them to do and add at least one reason. OR A6D I can start to think through how praying 5 times a day might help in some ways more than others.</p> <p>B1R+D Think, talk and ask questions</p>	<p>about Brahman and gods showing respect to Hindus.</p> <p>A4 To think, talk and ask questions about whether the text has something to say to them (for example, about whether forgiveness is important), exploring different ideas.</p> <p>A5 To think, talk and ask questions about living in an amazing world.</p> <p>A6 I can decide on 3 way Muslims might be helped in their everyday lives by praying 5 times a day, and can explain my reason for one of these.</p> <p>B1 Think, talk and ask questions about living in an amazing world.</p> <p>B1 Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.</p> <p>B2 Think, talk and ask questions about the Christmas story and the lessons they might learn from it: for example, about being kind and generous.</p> <p>B3 I can recognise what I think about some Muslim beliefs showing respect to Muslims.</p> <p>B4 Think, talk and ask questions about whether Jesus' 'good news' matters to anyone other than Christians, exploring different ideas.</p> <p>B5 I can tell you a different explanation as to what might have happened to Jesus after the empty tomb and begin to explain what Christians believe about Jesus' resurrection. I can</p>	<p>A4 Make links between some of the stories and teachings in the Bible and life in the world today expressing some ideas of their own clearly</p> <p>A5 Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.</p> <p>A6O To reflect on how I show commitment in my life.</p> <p>B1 Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.</p> <p>B2 to begin to explain the significance of their own religious cultural and family traditions and how these relate to the experiences of others</p> <p>B3 to know about Islamic religious codes of conduct and rules of living, considering the effect of these on daily life</p> <p>B4 To make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.</p> <p>B5 to make links between the story of Noah and how we live in school and the wider world.</p> <p>B6 to understand examples of the way in which personal and religious beliefs may influence their behaviour and that of others</p>	<p>their responses.</p> <p>A2O I can ask questions about what Christmas means to Christians and compare this with what it means to me. OR A2K I can start to express an opinion on whether the Christmas story is true and what this might mean to some Christians</p> <p>A3O to talk about the significance of their own religious, cultural and family traditions and how these relate to the experiences of others; to reflect on ideas of right and wrong and their own and others' responses to them; OR A3K I can express why I think Hindus might choose different ways to show commitment to God.</p> <p>A4O Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly. OR A4K A4 Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.</p> <p>A5O Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians. OR A5K Identify key ideas arising from their study of Genesis 1 and</p>	<p>A2 I can start to explain that true can mean different things relating to the Christmas story</p> <p>A3 I can express why I think Hindus might choose different ways to show commitment to God.</p> <p>A4 Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.</p> <p>A5 Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.</p> <p>A6 I can think of some ways to show commitment to God that would be better than others for Muslims.</p> <p>B1 Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own</p> <p>B2 Explain the place of Incarnation and Messiah within the 'big story' of the Bible. Identify Gospel and prophecy texts, using technical terms. Explain connections between biblical texts, Incarnation and Messiah, using theological terms. Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.</p>
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		<p>about whether they can learn anything from the story for themselves, exploring different ideas.</p> <p>B2R Decide what they personally have to be thankful for at Christmas time. OR B2D Think, talk and ask questions about the Christmas story and the lessons they might learn from it: for example, about being kind and generous.</p> <p>B3R I can start to explain how certain beliefs affect decision making OR B3 I can recognise what I think about some Muslim beliefs showing respect to Muslims.</p> <p>B4R+D 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, exploring different ideas.</p> <p>B5R I can talk about times when I have been a good friend OR B5D I can start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion.</p> <p>B6R I can talk about something that is important to Jews and express understanding as to why this might be important if I were Jewish. OR B6D I can recognise what I think about some Hindu beliefs showing respect to Hindus.</p>	<p>add my own thoughts about this.</p> <p>B6 I can recognise what I think about some Hindu beliefs showing respect to Hindus.</p>		<p>comment on how far these are helpful or inspiring, justifying their responses. Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.</p> <p>A6O To reflect on how I show commitment in my life. OR A6K I can think of some ways to show commitment to God that would be better than others for Muslims.</p> <p>B1O Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like OR B1K Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own</p> <p>B2O to begin to explain the significance of their own religious cultural and family traditions and how these relate to the experiences of others OR B2K Weigh up how far the idea that Jesus is 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.</p> <p>B3O to know about Islamic religious codes of conduct and rules of living, considering the effect of these on daily life OR B3K I can recognise what motivates or influences me to</p>	<p>Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. Weigh up how far the idea that Jesus is 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.</p> <p>B3 I can recognise what motivates or influences me to lead a good life and compare it with what motivates or influences Muslims</p> <p>B4 Relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.</p> <p>B5 Relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether or not the world could or should learn from Christian ideas.</p> <p>B6 I can compare Christian and Hindu beliefs relating to life after death and tell you how these make a difference to believers lives.</p> <p>B6 I can express my own views about Hindu beliefs and whether they make sense to me or not.</p>
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