

Progression of Unit Outcomes specific to each Religion/ Belief: Year 1

Thematic

EYFS			KS1		
F4: Being special: where do we belong?	F5: Which places are special and why?	F6: Which stories are special and why?	1.8: What makes some places sacred to believers?	1.9: How should we care for others and the world, and why does it matter?	1.10: What does it mean to belong to a faith community?
<ul style="list-style-type: none"> Retell religious stories making connections with personal experiences Share and record occasions when things have happened in their lives that made them feel special Recall simply what happens at a traditional Christian infant baptism and dedication Recall simply what happens when a baby is welcomed into a religion other than Christianity. 	<ul style="list-style-type: none"> Talk about somewhere that is special to themselves, saying why Recognise that some religious people have places which have special meaning for them Talk about the things that are special and valued in a place of worship Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church Express a personal response to the natural world. 	<ul style="list-style-type: none"> Talk about some religious stories Recognise some religious words, e.g. about God Identify some of their own feelings in the stories they hear Identify a sacred text e.g. Bible, Torah Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked; what the Chanukah story teaches Jews about standing up for what is right), etc. 	<ul style="list-style-type: none"> Recognise that there are special places where people go to worship, and talk about what people do there 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 Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe Give simple examples of how people worship at a church, mosque or synagogue Talk about why some people like to belong to a sacred building or a community Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas Talk about what makes some places special to people, and what the difference is between religious and non-religious special places. 	<ul style="list-style-type: none"> Identify a story or text that says something about each person being unique and valuable Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world 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 Give examples of how Christians and Jews can show care for the natural Earth Say why Christians and Jews might look after the natural world Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world. 	<ul style="list-style-type: none"> Recognise that loving others is important in lots of communities Say simply what Jesus and one other religious leader taught about loving other people Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean 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) Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.

LKS2		UKS2	
L2.11: How and why do people mark the significant events of life?	L2.12: How and why do people try to make the world a better place?	U2.11: Why do some people believe in God and some people not?	U2.12: How does faith help when life gets hard?

<ul style="list-style-type: none"> Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today 	<ul style="list-style-type: none"> Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin) Make links between religious beliefs and teachings and why people try to live and make the world a better place 	<ul style="list-style-type: none"> Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from Give examples of reasons why people do or do not believe in God 	<ul style="list-style-type: none"> 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 accounting for similarities and differences
<ul style="list-style-type: none"> Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean 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) Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism) 	<ul style="list-style-type: none"> Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. <i>tikkun olam</i> and the charity Tzedek) Describe some examples of how people try to live (e.g. individuals and organisations) Identify some differences in how people put their beliefs into action 	<ul style="list-style-type: none"> Make clear connections between what people believe about God and the impact of this belief on how they live Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis) 	<ul style="list-style-type: none"> Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) Give examples of ways in which beliefs about resurrection/judgement/heaven/<i>karma</i>/reincarnation make a difference to how someone lives
<ul style="list-style-type: none"> Raise questions and suggest answers about whether it is good for everyone to see life as journey, and to mark the milestones Make links between ideas of love, commitment and promises in religious and non-religious ceremonies Give good reasons why they think ceremonies of commitment are or are not valuable today. 	<ul style="list-style-type: none"> 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 Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas 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. 	<ul style="list-style-type: none"> Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not Make connections between belief and behaviour in their own lives, in the light of their learning. 	<ul style="list-style-type: none"> Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.