



# Religious Education

## Chaddlewood Primary School's Lower Key Stage 2 RE Progression Grid

	Year 3	Year 3	Year 3	Year 4	Year 4	Year 4
Substantive themes/Key questions	<p>What do Christians learn from the creation story?</p> <p>What is it like for someone to follow God?</p>	<p>How do festivals and worship show what matters to a Muslim?</p> <p>How do festivals and family life show what matters to Jewish people?</p>	<p>What kind of world did Jesus want?</p> <p>How and why do people try to make the world a better place?</p>	<p>What is the 'Trinity' and why is it important for Christians?</p> <p>What do Hindus believe God is like?</p>	<p>What does it mean to be Hindu in Britain today?</p> <p>Why do Christians call the day Jesus died 'Good Friday'?</p>	<p>For Christians, what was the impact of Pentecost?</p> <p>How and why do people mark the significant events of life?</p>
Cross curricular connections	PSHE - Jigsaw British Values	PSHE - Jigsaw British Values	PSHE - Jigsaw British Values	PSHE - Jigsaw British Values History - Viking Gods	PSHE - Jigsaw British Values	PSHE - Jigsaw British Values
Overlap of learning: which other areas in other year groups or topics does	(Y1) Creation story and who made the world	(Y2) Muslim life (Y1) Jewish life	(Y1) Caring for each other and the world		(Y1) Significance of Easter for Christians	

this relate to?						
Outcomes	<ul style="list-style-type: none"> <li>Place the concepts of God and Creation on a timeline of the Bible's 'big story'.</li> <li>Make clear links between Genesis 1 and what Christians believe about God and Creation.</li> <li>Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world.</li> <li>Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth - some specific ways).</li> </ul>	<ul style="list-style-type: none"> <li>Identify some beliefs about God in Islam, expressed in Surah 1</li> <li>Make clear links between beliefs about God and ibadah (e.g. how God is worth worshiping; how Muslims submit to God)</li> <li>Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve.</li> <li>Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at</li> </ul>	<ul style="list-style-type: none"> <li>Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus. Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.</li> <li>Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian.</li> <li>Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways.</li> <li>Make links between the</li> </ul>	<ul style="list-style-type: none"> <li>Recognise what a 'Gospel' is and give an example of the kinds of stories it contains.</li> <li>Offer suggestions about what texts about baptism and Trinity mean.</li> <li>Give examples of what these texts mean to some Christians today.</li> <li>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.</li> <li>Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly</li> </ul>	<ul style="list-style-type: none"> <li>Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean.</li> <li>Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma)</li> <li>Describe how Hindus show their faith within their families in Britain today (e.g. home puja.</li> <li>Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali).</li> <li>Identify some different ways in</li> </ul>	<ul style="list-style-type: none"> <li>Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth.</li> <li>Offer informed suggestions about what the events of Pentecost in Acts 2 might mean.</li> <li>Give examples of what Pentecost means to some Christians now.</li> <li>Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the kingdom of God, and how Christians live now.</li> <li>Describe how Christians show their beliefs about the Holy Spirit in worship.</li> </ul>

	<ul style="list-style-type: none"> <li>• Describe how and why Christians might pray to God, say sorry and ask for forgiveness.</li> <li>• Ask questions and suggest answers about what might be important in the Creation story for Christians and for non Christians living today.</li> <li>• Make clear links between the story of Noah and the idea of covenant.</li> <li>• Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.</li> <li>• Make links between the story of Noah and how we live in school and the wider world.</li> </ul>	<p>home and in the mosque) 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 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> <ul style="list-style-type: none"> <li>• Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean</li> <li>• Make clear links between the story of the Exodus and</li> </ul>	<p>importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.</p> <ul style="list-style-type: none"> <li>• Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin).</li> <li>• Make links between religious beliefs and teachings and why people try to live and make the world a better place.</li> <li>• Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek). Describe some</li> </ul>	<p>some ideas of their own about what Christians believe God is like.</p> <ul style="list-style-type: none"> <li>• Identify some Hindu deities and say how they help Hindus describe God.</li> <li>• Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God.</li> <li>• Offer informed suggestions about what Hindu murtis express about God Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a home shrine; celebrating Diwali).</li> <li>• Identify some different ways in</li> </ul>	<p>which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India).</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean.</li> <li>• Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today.</li> <li>• Describe what happens in ceremonies of commitment (e.g. baptism, sacred</li> </ul>
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		<p>Jewish beliefs about God and his relationship with the Jewish people</p> <ul style="list-style-type: none"> <li>• Offer informed suggestions about the meaning of the Exodus story for Jews today.</li> <li>• 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).</li> <li>• Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities</li> <li>• Raise questions and suggest answers about whether it is good for Jews and everyone else to</li> </ul>	<p>examples of how people try to live (e.g. individuals and organisations). Identify some differences in how people put their beliefs into action. 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> <ul style="list-style-type: none"> <li>• Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas.</li> <li>• Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied,</li> </ul>	<p>which Hindus worship.</p> <ul style="list-style-type: none"> <li>• Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/d estroy in the world today.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Offer informed suggestions about what the events of Holy Week mean to Christians.</li> <li>• Give examples of what Christians say about the importance of the events of Holy Week.</li> <li>• Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities.</li> <li>• Describe how Christians show their beliefs about Jesus in worship in different ways.</li> <li>• Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good</li> </ul>	<p>thread, marriage) and say what these rituals mean.</p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• Identify some differences in how people celebrate commitment (e.g. different practices of marriage, or Christian baptism).</li> <li>• Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark the</li> </ul>
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		<p>remember the past and look forward to the future,</p> <ul style="list-style-type: none"><li>• 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.</li></ul>	<p>giving good reasons for their views.</p>		<p>reasons for their suggestions.</p>	<p>milestones.</p> <ul style="list-style-type: none"><li>• Make links between ideas of love, commitment and promises in religious and non-religious ceremonies.</li><li>• Give good reasons why they think ceremonies of commitment are or are not valuable today.</li></ul>
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Vocabulary	God	Islam	Jesus	Gospel	Hinduism	Pentecost
	Creation	Surah	Disciples	Holy Trinity	Dharma	Kingdom
	Bible	Ibadah	Gospel	Baptism	Murtis	Holy Spirit
	Genesis	Muslim	Matthew	Christians	Masjid	Resurrection
	Earth	Mosque	Love	Symbols	Lakshmi	Disciples
	World	Worship	Teachings	Baptism	Holi	Holy Spirit
	Adam	Prayer	Sin	Hindu	Symbols	Love
	Eve	Fasting	Creator	Deities	Good Friday	Baptism
	Old Testament	Five pillars	Holy Spirit	Diwali	Salvation	Sacred
	New Testament	Shahadah	Commandments	Ganesh	Holy Week	Bar Mitzvah
	Noah	Ramadan	Tikkun olam (mending the world)	Svetaketu	Palm Sunday	
	Commands	Eid	Zakah (charity)	Shrine	Salvation	
	Covenant	Allah	Mercy	Aum		
	Wedding ceremony	Community	Ten Commandments	Brahman		
	Jewish people	Jewish		Gods		
	Exodus	Judaism		Goddesses		
		Jew		Krishna		
		Festivals		Rama and Sita		
		Rosh Hashanah		Salvation		
		Yom Kippur		Save/rescue		
		Passover		Holy week		
		Siddur prayer book		Easter		
				Worship		
				Good Friday		
				Pentecost		
			Holy Spirit			