



Key Stage One			
End of Key Stage One Expectations			
<u>Personal Resonance</u> I can tell you / talk about what concepts like belonging, commitment, kindness, forgiveness mean to me in my world I can verbalise and / or express my own thoughts	<u>Knowledge & Understanding</u> I can recall facts about the religions / beliefs I have studied, begin to use the religious vocabulary and start to explain the significance and meaning of the facts, practices etc.		<u>Evaluation & Critical Thinking</u> I can start to think through the enquiry question using some facts and am beginning to see there could be more than one answer.
Year One			
	Religion	Enquiry	Key Learning Outcomes
Autumn 1	Christianity	Does God want Christians to look after the world?	<ul style="list-style-type: none">➤ I can say how it felt to make something.➤ I can remember the Christian Creation story and talk about it.➤ I can express an opinion about the Christian belief about creation.
Autumn 2	Christianity	What gift might Christians in my town give Jesus?	<ul style="list-style-type: none">➤ I can talk about a gift that is special to me.➤ I can remember some of the Christmas story.➤ I can suggest a gift I would give to Jesus.
Spring 1	Christianity	Was it always easy for Jesus to show friendship?	<ul style="list-style-type: none">➤ I can talk about my friends and why I like them.➤ I can remember a story about Jesus showing friendship and talk about it.➤ I can say how Jesus tried to be a good friend.
Spring 2	Christianity	Why was Jesus welcomed like a King or celebrity on Palm Sunday?	<ul style="list-style-type: none">➤ I can talk about a person I admire. I can recall parts of the Easter story. I can recognise some symbols in the story.➤ I can start to show understanding that Jesus is special to Christians and say why.
Summer 1	Judaism	Is Shabbat important to Jewish children?	<ul style="list-style-type: none">➤ I can tell you which is my favourite day of the week and talk about food I would like to share in a special meal.➤ I can use the right names for things that are special to Jewish people during Shabbat and explain why.➤ I can start to make a connection between being Jewish and decisions about behaviour.
Summer 2	Judaism	Are Rosh Hashanah & Yom Kippur important to Jewish children?	<ul style="list-style-type: none">➤ I can say how it feels to say sorry and what I have said sorry for.

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			<ul style="list-style-type: none"> ➤ I can tell you something that either Rosh Hashanah or Yom Kippur is about. <p>I can choose a picture and give my thinking on why this might be important to Jewish children at Rosh Hashanah or Yom Kippur.</p>
Year Two			
Autumn 1	Christianity	Is it possible to be kind to everyone all of the time?	<ul style="list-style-type: none"> ➤ I can tell you when I have been kind to others even when it was difficult. ➤ I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness. ➤ I can say if I think Christians should be kind and give a reason.
Autumn 2	Christianity	Why do Christians believe God gave Jesus to the world?	<ul style="list-style-type: none"> ➤ I can say how I could help solve a problem by showing love. ➤ I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God. ➤ I can tell you why Christians think God gave Jesus to the world.
Spring 1	Islam	Does praying at regular intervals every day help a Muslim in his/her everyday life?	<ul style="list-style-type: none"> ➤ I can explain how it felt to have to stop doing something to reach the target we had set. ➤ I can use the right words to describe how Muslims pray and begin to explain why they do this. ➤ I can start to think through how praying 5 times a day might help in some ways more than others.
Spring 2	Christianity	How important is it to Christians that Jesus came back to life after His crucifixion?	<ul style="list-style-type: none"> ➤ I can say what I believe happens to you when you die and tell you how I remember people close to me. ➤ I can recall what Christians believe happened on Easter Sunday. ➤ I can start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion.
Summer 1	Islam	Does going to a Mosque gives Muslims a sense of belonging?	<ul style="list-style-type: none"> ➤ I can understand how meeting in a certain place could make me feel like I belong. ➤ I can explain what happens when Muslims pray alone or at the mosque. ➤ I can talk about how Muslims feel a sense of belonging when they are with other Muslims or

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			when they pray on their own and say why this might be.
Summer 2	Islam	Does completing Hajj make a person a better Muslim?	<ul style="list-style-type: none"> ➤ I can tell you about a special journey and why it was special to me. ➤ I can remember some of the events that happen during Hajj and start to explain why these are important to Muslims. ➤ I can start to think about the significance of Hajj to a Muslim.

Lower Key Stage Two			
End of Key Stage One Expectations			
<u>Personal Resonance</u> I can tell you / talk about the concept / belief e.g. belonging and start to relate this to the people I am studying e.g. Jews. I can express my own opinions and start to support them with rationale.		<u>Knowledge & Understanding</u> I can recall facts about religions I have studied, select the facts that are most significant to the enquiry and start to explain their relevance / importance.	<u>Evaluation & Critical Thinking</u> I can apply my knowledge to the enquiry question and give an answer supported by one or more facts.
Year Three			
	Religion	Enquiry	Key Learning Outcomes
Autumn 1	Hinduism	Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?	<ul style="list-style-type: none">➤ I can tell you three important actions I could take to support a group I belong to. I can discuss my understanding of my group's symbol.➤ I can describe some of the ways Hindus celebrate Divali and start to explain how I think Hindu children might feel at Divali.➤ I can start to say why Divali might bring a sense of belonging to Hindus.
Autumn 2	Christianity	Has Christmas lost its true meaning?	<ul style="list-style-type: none">➤ I can explain what Christmas means to me and talk about whether this involves giving and receiving gifts.➤ I can start to explain the Christian belief that Jesus was God in human form and why God gave him to the world.➤ I can start to tell you what Christmas means to Christians and what it means to me.

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Spring 1	Christianity	Could Jesus really heal people? Were these miracles or is there some other explanation?	<ul style="list-style-type: none"> ➤ I can talk about what I think a miracle is. ➤ I can retell a story about Jesus healing someone and say one thing Christians might believe about Jesus. ➤ I can identify some of the questions people ask about Jesus' healing miracles.
Spring 2	Christianity	What is "good" about Good Friday?	<ul style="list-style-type: none"> ➤ I can suggest how a person may rescue/help others who are in difficult situations. ➤ I can start to tell you why Christians believe Jesus' death is important. ➤ I can start to reflect on whether I agree with Christian beliefs about Jesus' death.
Summer 1	Hinduism	How can Brahman be everywhere and in everything?	<ul style="list-style-type: none"> ➤ I can explain some of the different roles I play whilst still being me. ➤ I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything. ➤ I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus.
Summer 2	Hinduism	Would visiting the River Ganges feel special to a non-Hindu?	<ul style="list-style-type: none"> ➤ I can explain why water is important. ➤ I can describe a Hindu ritual that happens at/in the River Ganges and explain why this is important and significant to the Hindus taking part in it. ➤ I can empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges.
Year Four			
Autumn 1	Buddhism	Is it possible for everyone to be happy?	<ul style="list-style-type: none"> ➤ I can start to show an understanding of why people think it is difficult to be happy all the time. ➤ I can tell you some of the things Siddhattha did to try to be happy and explain why I think they didn't work for him. ➤ I can begin to show an understanding of what being happy means to Buddhists.
Autumn 2	Christianity	What is the most significant part of the nativity story for Christians today?	<ul style="list-style-type: none"> ➤ I can design a symbolic object to show the significance of Christmas or the Christmas holiday to me.

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			<ul style="list-style-type: none"> ➤ I can describe one thing a Christian might learn about Jesus from a Christmas symbol. ➤ I can ask questions about what Christmas means to Christians and compare this with what it means to me.
Spring 1	Buddhism	Can the Buddha's teachings make the world a better place?	<ul style="list-style-type: none"> ➤ I can suggest why there may be problems in the world and how people could help solve them. ➤ I can recall one of the Buddha's stories and start to explain what the Buddha was teaching through it. ➤ I can give an example of how Buddhists could learn from this and put the teaching into practice to make the world a better place
Spring 2	Christianity	Is forgiveness always possible for Christians?	<ul style="list-style-type: none"> ➤ I can talk about what sort of help I might need to show forgiveness. ➤ I can describe what a Christian might learn about forgiveness from a Biblical text. ➤ I can show an understanding of how Christians believe God can help them show forgiveness.
Summer 1	Buddhism	What is the best way for a Buddhist to lead a good life?	<ul style="list-style-type: none"> ➤ I can describe one of my 'good' choices and the consequence of it. I can also explain the consequences of making a different choice. ➤ I can describe how aspects of the 8-fold path would help Buddhists know how to live good lives. ➤ I can start to tell you why some aspects of the 8-fold path might be hard for some Buddhists to stick to.
Summer 2	Christianity	Do people need to go to church to show they are Christians?	<ul style="list-style-type: none"> ➤ I can explain some of the feelings my special place gives me and suggest why that is. ➤ I can describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism. ➤ I can start to understand the impact a Christian's special place has on him/her.



Upper Key Stage Two			
End of Key Stage One Expectations			
<u>Personal Resonance</u> I can explain how the concept / belief e.g. forgiveness resonates in my own life and can also see this might be different for other people because of their religion/beliefs I can express my own thoughts etc having reflected on them in relation to other people's.	<u>Knowledge & Understanding</u> I can recall facts about religions and explain differences in practice and interpretation within and between religions / belief systems.	<u>Evaluation & Critical Thinking</u> I can weigh up evidence and different arguments / aspects relevant to the enquiry question and express my answer, supported with evidence / rationale.	
Year Five			
	Religion	Enquiry	Key Learning Outcomes
Autumn 1	Islam	What is the best way for a Muslim to show commitment to God?	<ul style="list-style-type: none">➤ I can show an understanding of why people show commitment in different ways.➤ 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.➤ I can think of some ways of showing commitment to God that would be better than others for Muslims.
Autumn 2	Christianity	Is the Christmas story true?	<ul style="list-style-type: none">➤ I can start to explain how 'true' could mean different things to different people, and how stories can be 'true' in different ways.➤ I can start to explain the Christian belief that Jesus was the Incarnation of God.➤ I can start to express an opinion on whether the Christmas story is true and what this might mean to Christians.
Spring 1	Islam	Does belief in Akhirah (life after death) help Muslims lead good lives?	<ul style="list-style-type: none">➤ I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow.➤ I can explain how believing in Akhirah influences Muslims to do their best to lead good lives.➤ I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.
Spring 2	Islam	Does belief in Akhirah (life after death) help Muslims lead good lives?	<ul style="list-style-type: none">➤ I can give examples of times when I misinterpreted something.➤ I can explain two different Muslim interpretations of Jihad.➤ I can recognise what motivates me or influences me to lead a good life and compare it with what motivates and influences Muslims.
Summer 1	Christianity	How significant is it for Christians to believe God intend Jesus to die?	<ul style="list-style-type: none">➤ I can give an example of someone with a strong sense of purpose for their life and give my opinions on this.

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			<ul style="list-style-type: none"> ➤ I can start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week. ➤ I can start to express my opinion about Jesus' crucifixion being his destiny/purpose.
Summer 2	Christianity	What is the best way for Christian to show commitment to God?	<ul style="list-style-type: none"> ➤ I can show an understanding of why people show commitment in different ways. ➤ I can describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others. ➤ I can explain why I think some ways of showing commitment to God would be better than others for Christians.
Year Six			
Autumn 1	Sikhism	How far would a Sikh go for his/her religion?	<ul style="list-style-type: none"> ➤ I can identify the different levels of commitment I show to different things and explain these priorities. ➤ I can make links between how Sikhs practise their religion and the beliefs that underpin this. ➤ I can respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show.
Autumn 2	Christianity	How significant is it that Mary is Jesus' mother?	<ul style="list-style-type: none"> ➤ I can explain the qualities needed in different people because of the important jobs they are chosen to do. ➤ I can make links between the Virgin Birth and Christian beliefs about Jesus (Incarnation). ➤ I can start to consider my own response to the Christian belief in the Virgin birth, showing respect to Christian views.
Spring 1	Sikhism	Are Sikh stories important today?_	<ul style="list-style-type: none"> ➤ I can explain how some stories can teach people about what is important and how to behave. ➤ I can recognise that stories can be an important way of expressing belief and meaning and can explain the relevance of a Sikh story. ➤ I can explain how some stories can teach Sikhs about what is important in life and relate this to non-Sikhs.
Spring 2	Sikhism	What is the best way for a Sikh to show commitment to God?	<ul style="list-style-type: none"> ➤ I can show an understanding of why people show commitment in different ways. ➤ I can describe how different practices enable Sikhs to show their commitment to God and understand that some of these will be more significant to some Sikhs than others. ➤ I can start to express what I think about the best way a Sikh could show commitment to God.

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Summer 1	Christianity	Is anything ever eternal?	<ul style="list-style-type: none">➤ I can express the feelings I have when I think about situations or things I would like to last forever.➤ I can make links between different Christian beliefs and their views on whether anything is ever eternal.➤ I can reflect on my own beliefs about whether anything is eternal.
Summer 2	Christianity	Is Christianity still a strong religion 2000 years after Jesus was on Earth?	<ul style="list-style-type: none">➤ I can explain how the influence people have had on me has affected what I see as important.➤ I can explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted.➤ I can give my opinion as to whether Christianity is a strong religion now and say why I think this.