

## ALL SAINTS UPTON PROGRESSION GRID – R.E.

SKILLS		Beliefs and Values (B & V)	Living Religious Traditions (LRT)	Shared Human Experiences (SHE)	Search for Personal Meaning (SPM)
		<b>knowing about and understanding religions and worldviews</b>		<b>communicating ideas related to religions and worldviews</b>	
<b>YEAR 1 What do people say about God?</b>		<ul style="list-style-type: none"> <li>retell and suggest meanings for religious stories and/or beliefs</li> <li>use some religious words and phrases when talking about beliefs and values</li> </ul>	<ul style="list-style-type: none"> <li>identify and describe how religion is expressed in different ways</li> <li>suggest the symbolic meaning of imagery and actions</li> </ul>	<ul style="list-style-type: none"> <li>identify things that influence a person's sense of identity and belonging</li> </ul>	<ul style="list-style-type: none"> <li>ask relevant questions</li> <li>talk about their own identity and values</li> </ul>
<b>content (Christianity)</b>	<b>Church</b>	<ul style="list-style-type: none"> <li>know that some Christians welcome babies into the God's family (the Church) with baptism ceremonies</li> <li>talk about what it might mean to belong to the Church family</li> </ul>	<ul style="list-style-type: none"> <li>identify features of baptism – eg. the font, candles, godparents</li> <li>talk about why parents might want to have their child baptised</li> </ul>	<ul style="list-style-type: none"> <li>talk about what it means to belong to a family</li> <li>talk about the role of families in raising children</li> </ul>	<ul style="list-style-type: none"> <li>talk about their own identity as part of a family and part of the school community</li> </ul>
	<b>Jesus</b>	<ul style="list-style-type: none"> <li>know a simple version of the nativity story</li> <li>talk about why Christians would say that Jesus is a special baby</li> <li>talk about how different characters in the nativity welcome the baby Jesus</li> </ul>	<ul style="list-style-type: none"> <li>identify religious aspects of Christmas celebrations</li> <li>talk about why Christmas is a special time for Christians</li> </ul>	<ul style="list-style-type: none"> <li>consider how and why babies might be special – and why they need love and care</li> <li>talk about the importance of looking after those who cannot help themselves</li> </ul>	<ul style="list-style-type: none"> <li>talk about their own beginnings and how they were welcomed into the family</li> <li>reflect on who has helped them in life so far</li> </ul>
	<b>God</b>	<ul style="list-style-type: none"> <li>know that Christians refer to God as 'Father'</li> <li>talk about why Christians might compare God to a loving parent</li> </ul>	<ul style="list-style-type: none"> <li>talk about how and why Christians might want to talk to God (prayer)</li> <li>suggest symbolic meanings of rituals and items used in Christian prayer</li> </ul>	<ul style="list-style-type: none"> <li>talk about the importance of love in families</li> <li>talk about the ways in which they are cared for and supported by family members</li> </ul>	<ul style="list-style-type: none"> <li>reflect on their own role within the family</li> <li>discuss who they can talk to when they are happy/sad/worried</li> </ul>

content (Islam)	<ul style="list-style-type: none"> <li>• know that Muslims believe in one God (Allah)</li> <li>• know that Muslims believe the world was created by God</li> <li>• talk about why Muslims might value the natural world</li> </ul>	<ul style="list-style-type: none"> <li>• know that Islam teaches that humans should be caretakers (stewards/Khalifahs) of the planet</li> <li>• suggest how Muslims might show respect for God by caring for the natural world</li> </ul>	<ul style="list-style-type: none"> <li>• talk about their own experiences and feelings about the natural world and what they have noticed about the way that humans treat it</li> </ul>	<ul style="list-style-type: none"> <li>• reflect on how they treat the natural world – and if they have a duty to look after it</li> </ul>
content (Hindu Dharma)	<ul style="list-style-type: none"> <li>• know that Hindus believe in one God in many forms</li> <li>• know that Hindus believe that God is present in all living things</li> <li>• suggest what Hindus might learn about God from the story of the blind men and the elephant</li> </ul>	<ul style="list-style-type: none"> <li>• talk about how and why Hindus might use statues and images (murtis) in their worship</li> <li>• suggest symbolic meanings expressed in the images</li> </ul>	<ul style="list-style-type: none"> <li>• talk about the different ways that people can be seen and described</li> <li>• consider how people might have multiple roles</li> </ul>	<ul style="list-style-type: none"> <li>• reflect on how others might see them</li> <li>• talk about the different roles that they might have (friend, child, brother/sister etc.)</li> </ul>
content (Judaism)	<ul style="list-style-type: none"> <li>• Give an example of a key belief (ie. that Jews believe in one God) and/or a religious story (the story of Noah and/or Abraham)</li> <li>• Give an example of a core value or commitment (trusting that God will keep his promise)</li> </ul>	<ul style="list-style-type: none"> <li>• Use some religious words and phrases to recognise and name features of religious traditions (eg. Sukkot, festival)</li> <li>• Talk about the way that religious beliefs might influence the way a person behaves (eg. like Noah and Abraham, Jewish people should trust that God keeps his promises)</li> </ul>	<ul style="list-style-type: none"> <li>• Notice and show curiosity about people and how they live their lives (finding out about Jewish festivals – thinking about the fact that people celebrate different celebrations in very different ways – eg. Sukkot)</li> <li>• Notice that for many people, trust is an important part of human life</li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions (about the importance of trust and who they can trust/rely on in their own lives)</li> </ul>