

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)
		knowing about and understanding religions and worldviews		communicating ideas related to religions and worldviews	
YEAR 3 Who should we follow?		<ul style="list-style-type: none"> show awareness of similarities in religions identify beliefs and values contained within a story/teaching identify the impact religion has on a believer 	<ul style="list-style-type: none"> identify how religion is expressed in different ways use religious terms to describe how people might express their beliefs 	<ul style="list-style-type: none"> describe how some people, events and sources of wisdom have influenced and inspired others 	<ul style="list-style-type: none"> in relation to matters of right and wrong, recognise their own and others' values discuss own questions and responses related to the question 'who should we follow – and why?'
content (Christianity)	Church	<ul style="list-style-type: none"> know what Christians mean by the Holy Spirit suggest how belief in the Holy Spirit as God's presence in the world might have an impact on individuals and communities identify Christian values exemplified in the gifts of the Spirit 	<ul style="list-style-type: none"> identify how beliefs about the Holy Spirit might influence forms of worship in a range of Christian denominations describe how and why Pentecost is celebrated describe why some Christians might take part in a procession of witness 	<ul style="list-style-type: none"> describe aspects of being human that we should be proud of discuss what it means to be a successful human – and the different measures of success that might be applied 	<ul style="list-style-type: none"> discuss their own sense of value and what is good/unique about being them reflect on the people that they value in their lives – and how they show their appreciation
	Jesus	<ul style="list-style-type: none"> know what is meant by discipleship know about the people who became disciples of Jesus – and suggest why these people decided to follow Jesus identify beliefs and values within religious teachings (eg. 'Follow me and I will make you fishers of men' – Matt 4:19) 	<ul style="list-style-type: none"> describe how and why Christians might try to follow the example of Jesus through mission and charity work describe the work of one Christian organisation that aims to help people, and how this work is an expression of their Christian beliefs 	<ul style="list-style-type: none"> talk about what it means to have charisma describe what makes a good leader and why people might want to follow him/her discuss what motivates people to want to make a difference 	<ul style="list-style-type: none"> reflect on their own leadership abilities discuss their own desires to make a difference in the world/in their communities
	God	<ul style="list-style-type: none"> know that the Abrahamic faiths believe in prophets (and that many of these are shared across the 	<ul style="list-style-type: none"> identify Christians who might be described as people who listened to and followed God 	<ul style="list-style-type: none"> identify inspirational people/role models for the world today describe the qualities that 	<ul style="list-style-type: none"> discuss who makes a good role model and why raise and discuss questions about

		<p>three religions)</p> <ul style="list-style-type: none"> • identify Christian beliefs and values contained within stories of the prophets (eg. Noah, Abraham, Moses, Jonah) • suggest why these prophets chose to listen to and follow God 	<ul style="list-style-type: none"> • describe how and why some Christians might devote their lives to serving God • talk about what is meant by a sense of vocation 	<p>inspirational people might have</p>	<p>following others – including both positive and negative responses</p>
content (Islam)		<ul style="list-style-type: none"> • develop an understanding of the importance of founders and leaders for religious communities • identify Islamic beliefs and values contained within the story of the life of the Prophet Muhammad (pbuh) • describe how a Muslim might try to follow the teachings and example of the Prophet Muhammad (pbuh) 	<ul style="list-style-type: none"> • describe and give reasons for the Islamic practice of Zakah • suggest why charity might be important to a Muslim – and the different ways that a Muslim might try to be charitable 	<ul style="list-style-type: none"> • identify characteristics of a good role model • discuss how good role models can have a positive impact on individuals, communities and societies 	<ul style="list-style-type: none"> • reflect on their own aspirations for themselves and others • ask questions and suggest answers about how they can try to make the world a better place
content (Hindu Dharma)		<ul style="list-style-type: none"> • develop an understanding of the importance of duty and commitment to many religions • know that following dharma (religious duty) is an important part of Hindu life • suggest the impact of belief in dharma, particularly the belief that there are three 'debts' – duty owed to God/the deities, duty owed to teachers, and duty owed to family 	<ul style="list-style-type: none"> • describe how and why Hindus might celebrate Raksha Bandhan • identify aspects of the celebration which remind Hindus of their dharma • identify religious teachings contained within a Hindu story – and suggest how these stories might be used to teach Hindu children about dharma (eg. What teachings about duty to family are expressed in the story of Rama and Sita?) 	<ul style="list-style-type: none"> • identify sources of authority and inspiration • consider what our 'duties' as human beings are 	<ul style="list-style-type: none"> • reflect on their own duties – to themselves, to their families, to their communities • discuss who or what they follow – and why