



<b>EYFS DEVELOPMENT MATTERS</b>	
Development Matters and Statutory ELGs are not the EYFS curriculum This outlined a top-level view of how children develop and learn. Children’s early learning is not neat and orderly, as such these are used as a pathway to help practitioners assess each child’s level of development and make informed decisions about what a child needs to learn and be able to do next.	
<b>Children in Nursery will be learning to:</b>	
<b>PSED</b>	<ul style="list-style-type: none"> <li>• Develop their sense of responsibility and membership of a community.</li> </ul>
<b>UW</b>	<ul style="list-style-type: none"> <li>• Begin to understand the need to respect and care for the natural environment and all living things.</li> <li>• Continue developing positive attitudes about the differences between people.</li> </ul>
<b>Children in Reception will be learning to:</b>	
<b>PSED</b>	<ul style="list-style-type: none"> <li>• See themselves as a valuable individual.</li> <li>• Build constructive and respectful relationships.</li> <li>• Express their feelings and consider the feelings of others.</li> </ul>
<b>UW</b>	<ul style="list-style-type: none"> <li>• Talk about members of their immediate family and community.</li> <li>• Name and describe people who are familiar to them.</li> <li>• Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul>
<b>Statutory Framework Early Learning Goals</b>	
<b>PSED</b>	Building Relationships – <ul style="list-style-type: none"> <li>• Form positive attachments to adults and friendships with peers.</li> <li>• Show sensitivity to their own and to others’ needs.</li> </ul>
<b>UW</b>	People Culture and Communities - <ul style="list-style-type: none"> <li>• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Past and Present</li> <li>• Talk about the lives of the people around them and their roles in society.</li> </ul>



**LONG TERM KNOWLEDGE AND SKILLS PROGRESSION IN R.E.**

**Year group: Year 1**

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<b><u>PROGRAMME OF STUDY</u></b>	<b><u>SPECIFIC SKILLS</u></b>
<p>We are learning to re-tell the Christian Creation story and to explore how this influences how Christians behave towards nature and the environment.</p> <p>Does God want Christians to look after the world? Does the world belong to God? Should people take care of the world? (Believing/Behaving)</p>	<p>I can tell you what I made.</p> <p>I can say something about the Christian Creation story.</p> <p>I can show some awareness that Christians believe there is a God.</p> <p>I can say how it felt to make something.</p> <p>I can remember the Christian Creation story and talk about it.</p> <p>I can express an opinion about the Christian belief about creation.</p> <p>I can say how it felt to make something and how I think my creation should be treated.</p> <p>I can re-tell the Christian Creation story and say some things that they believe God created on different days.</p> <p>I can start to talk about how I think the world got here.</p>
<p>We are learning to reflect on the Christmas story and decide what gifts would be meaningful for Jesus.</p> <p>What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? What can I learn from stories from religious traditions? Are symbols better than words at expressing religious beliefs? (Believing/Belonging)</p>	<p>I can tell you about a present I have received.</p> <p>I can say something about the Christmas story.</p> <p>I can show some awareness that Jesus is special to Christians.</p> <p>I can talk about a gift that is special to me</p> <p>I can remember some of the Christmas story.</p> <p>I can suggest a gift I would give to Jesus.</p> <p>I can talk about a gift that is special to me and explain how I felt when I received it.</p> <p>I can remember the Christmas story, including which gifts were given to Jesus.</p> <p>I can think of a gift Christians might choose for Jesus and start to explain why He is special to them. (Incarnation).</p>

<p>We are learning to identify when it is easy and difficult to show friendship and explore when Jesus may have found it difficult. Was it always easy for Jesus to show friendship? What can I learn from religious traditions? Should people follow religious leaders and teachings? (Believing/Behaving)</p>	<p>I can tell you who is my friend.  I can say something about one of Jesus' friends.  I can say how Jesus was nice to people.  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.  I can talk about times when I have been a good friend.  I can tell a story about Jesus and His friends and say how He showed friendship in that story.  I can say how Christians show friendship and how God helps them do this.</p>
<p>We are learning to know that Jesus is special to Christians and how His welcome on Palm Sunday shows this. Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Should people follow religious leaders and teachings? Are symbols better than words at expressing religious beliefs? (Believing/Behaving)</p>	<p>I can tell you someone who is special to me.  I can tell you something about Palm Sunday.  I can show some awareness that Jesus is special to Christians.  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.  I can discuss how I might treat a special person and say why.  I can recall what happened on Palm Sunday and can say what some of the symbols in the Easter story mean.  I can recognise that Jesus must be special to Christians to be welcomed in this way and start to explain their beliefs about Him.</p>

<p>We are learning to empathise with Jewish children by understanding what they do during Shabbat and why it is important to them. Is Shabbat important to Jewish children? Are religious celebrations important to people? (Believing/Belonging)</p>	<p>I can tell you my favourite day.  I can tell you something on the special Shabbat table.  I can tell you what Joshua might do on a Friday after school.  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.  I can explain why a particular day is my favourite and why, and can talk about when I would share a special meal.  I can talk about some of the things that Jewish people do to celebrate Shabbat.  I can start to explain how certain beliefs affect decision-making.</p>
<p>We are learning to empathise with Jewish children by understanding what Rosh Hashanah and Yom Kippur mean to them. Are Rosh Hashanah and Yom Kippur important to Jewish children? Are religious celebrations important to people? Are symbols better than words at expressing religious beliefs? (Believing/Belonging)</p>	<p>I can tell you a time I said sorry.  I can say something that Jews do at Rosh Hashanah or at Yom Kippur.  I can show some awareness of what is important about Rosh Hashanah and Yom Kippur.  I can say how it feels to say sorry and what I have said sorry for.  I can tell you something that either Rosh Hashanah or Yom Kippur is about.  I can choose a picture and give my thinking on why this might be important to Jewish children at Rosh Hashanah or Yom Kippur.  I can tell you how it feels to forgive someone.  I can tell you what I think is an important part of Rosh Hashanah or Yom Kippur.  I can give a reason why one of the pictures I chose is important to Jewish children at Rosh Hashanah or Yom Kippur.</p>



**LONG TERM KNOWLEDGE AND SKILLS PROGRESSION IN R.E.**

**Year group: Year 2**

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<b>PROGRAMME OF STUDY</b>	<b>SPECIFIC SKILLS</b>
<p>Is it possible to be kind to everyone all of the time?            What can I learn from stories from religious traditions?            Should people follow religious leaders and teachings?            (Believing/Behaving)</p>	<p>We are learning to re-tell Bible stories that show kindness and to explore how this makes Christians behave towards other people.</p>
<p>Why do Christians believe God gave Jesus to the world?            Is God important to everyone?            (Believing)</p>	<p>We are learning to reflect on the Christmas story and the reasons for Jesus' birth.</p>
<p>How important is it for Jewish people to do what God asks them to do?            Is God important to everyone?            Should people follow religious leaders and teachings?            (Believing/Behaving)</p>	<p>We are learning to understand the special relationship between Jews and God and the promises they make to each other.</p>
<p>How important is it to Christians that Jesus came back to life after His crucifixion?            Is God important to everyone?            Are symbols better than words at expressing religious beliefs?            (Believing)</p>	<p>We are learning to retell the Easter story and understand what Jesus' resurrection means for Christians.</p>
<p>How special is the relationship Jews have with God?            Who do I believe I am?            Does it feel special to belong?            (Believing/Belonging)</p>	<p>We are learning to understand how celebrating Passover and keeping Kashrut (food laws) help Jews show God they value their special relationship with Him.</p>

<p>What is the best way for a Jew to show commitment to God?  Should people follow religious leaders and teachings?  Is God important to everyone?  (Believing/Behaving)</p>	<p>We are learning to understand different ways that Jews show their commitment to God.</p>
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**LONG TERM KNOWLEDGE AND SKILLS PROGRESSION IN R.E.**

**Year group: Year 3**

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<b><u>PROGRAMME OF STUDY</u></b>	<b><u>SPECIFIC SKILLS</u></b>
<p>Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?  Does participating in worship help people to feel closer to God or their faith community?  (Belonging)  We are learning to investigate what happens during the festival of Divali and whether the celebrations bring a sense of belonging to Hindus.</p>	<p>I can think of an action I could take to help a special group I belong to.  I can design a symbol to show what my special group stands for.  I can describe some of the things Hindus do at home or at the temple during Divali.  I can start to empathise with what Hindus feel about Divali.</p>

	<p>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.</p> <p>I can describe some of the ways Hindus celebrate Divali and start to explain how I think Hindu children might feel at Divali.</p> <p>I can start to say why Divali might bring a sense of belonging to Hindus.</p> <p>I can describe ways in which I could demonstrate that I belong to special group, and explain how doing these things brings me a sense of belonging.</p> <p>I can describe some of the ways Hindus celebrate Divali and start to understand which of these may bring the greatest sense of belonging.</p> <p>I can start to explain how I might feel if I celebrated Divali with a Hindu family.</p>
<p>Has Christmas lost its true meaning?  Do sacred texts have to be 'true' to help people understand their religion?  Is religion the most important influence and inspiration in everyone's life?  (Believing/Behaving)  We are learning to find out what the true meaning of Christmas is to Christians and compare this with what Christmas means to us.</p>	<p>I can explain what Christmas means to me.</p> <p>I can tell you what the nativity story tells Christians about Jesus (given to the world by God).</p> <p>I can talk about some of the different ways Christmas is celebrated by Christians and non-Christians.</p> <p>I can explain what Christmas means to me and talk about whether this involves giving and receiving gifts.</p> <p>I can start to explain the Christian belief that Jesus was God in human form and why God gave him to the world.</p> <p>I can start to tell you what Christmas means to Christians and what it means to me.</p> <p>I can explain what gift I would like to give to the world and what difference it would make.</p> <p>I can make the links between Christian beliefs about Christmas and the way they celebrate it.</p> <p>I can recognise that Christmas means different things to different people.</p>
<p>Could Jesus heal people?  Were these miracles or is there some other explanation?  Do sacred texts have to be 'true' to help people understand their religion?  Is religion the most important influence and inspiration in everyone's life?  (Believing/Behaving)  We are learning to retell Bible stories when miracles have happened and question whether Jesus</p>	<p>I can talk about what I think a miracle is.</p> <p>I can retell a story about Jesus healing someone and say one thing Christians might believe about Jesus.</p> <p>I can identify some of the questions people ask about Jesus' healing miracles.</p> <p>I can talk about some of the things in the world that people</p>

<p>really did perform miracles.</p>	<p>think of as miracles and begin to tell you about a miracle I would like to see happen today.  I can explain one Christian viewpoint about one of Jesus' healing miracles.  I can start to say whether I believe Jesus actually healed people or not.  I can explain why some people may describe something they see as a miracle when there may also be another explanation.  I can explain two different ways Christians might interpret one of Jesus' healing miracles.  I can explain how Christians may describe and explain Jesus' miracles.</p>
<p>What is 'good' about Good Friday?  Should religious people be sad when someone dies?  Do sacred texts have to be 'true' to help people understand their religion?  Can the arts help communicate religious beliefs?  (Believing) We are learning to recall key events in the Easter story and understand why Jesus' crucifixion symbolises hope for Christians.</p>	<p>I can explain that rescuing means helping a bad situation get better.  I can say what some of these symbols represent e.g. cross: cross/bread/wine.  I can ask questions about The Last Supper and Jesus' death.  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.  I can talk about people who are special to me because they have rescued me from difficult situations and/or shown me how I could help others.  I can start to explain why Christians see Jesus' death as 'good'.  I can reflect on whether I agree with Christian beliefs about why Jesus died and give my own thoughts/opinions.</p>
<p>How can Brahman be everywhere and in everything?  Do sacred texts have to be 'true' to help people understand their religion?  Can the arts help communicate religious beliefs?  (Believing) We are learning to understand the Hindu belief that there is one God with many different aspects.</p>	<p>I can explain how I may be special in different ways to different people.  I can tell you about some Hindu gods and start to explain their significance to Hindus.  I can ask questions about what Hindus believe.</p> <p>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.</p>



	<p>I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus.</p> <p>I can describe some of the characteristics that make me even when I am playing different roles.</p> <p>I can make links between Hindu beliefs regarding Brahman and gods with how they choose to live their lives.</p> <p>I can reflect on Hindu beliefs and express thoughts on these.</p>
<p>Would visiting the River Ganges feel special to a non Hindu?  Do religious people live better lives?  Is religion the most important influence and inspiration in everyone's life?  (Believing/Behaving) We are learning to understand the significance of the River Ganges both for a Hindu and non-Hindu.</p>	<p>I can explain the effects of water on me.</p> <p>I can tell you about some of the things Hindus do at/in the River Ganges and start to explain why this river is important to them.</p> <p>I can tell you how I think it might feel for a Hindu to visit the River Ganges.</p> <p>I can explain why water is important.</p> <p>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.</p> <p>I can empathise with the special feelings a Hindu might experience when taking part in a ritual at the River Ganges.</p> <p>I can describe some ways that people use water in groups and start to explain how that gives a sense of community.</p> <p>I can show an understanding of why the River Ganges is important to Hindus and also start to suggest why non- Hindus might also want to visit this river.</p> <p>I can start to express my understanding of the religious significance of visiting the River Ganges for a Hindu and can reflect on how it might feel for a non-Hindu to go there (this might be me if I am not Hindu).</p>

**LONG TERM KNOWLEDGE AND SKILLS PROGRESSION IN R.E.**



**Year group: Year 4**

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<b><u>PROGRAMME OF STUDY</u></b>	<b><u>SPECIFIC SKILLS</u></b>
Is it possible for everyone to be happy? Do religious people lead better lives? Do all religious beliefs influence people to behave well towards others? Is religion the most important influence and inspiration in everyone's life? (Believing)	I can talk about what makes me happy and think about why some people may not be happy. I can tell you important parts of the Buddha's life story in the right sequence and start to explain how he felt at certain points.

<p>We are learning about the life of the Buddha and exploring how he tried to be happy and stay happy.</p>	<p>I can start to explain why Siddhattha was unhappy even though he was a prince.  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.  I can give an opinion on whether helping other people to be happy might make me happy also.  I can make a link between trying to live a good life by following the 8-fold path and the suffering Siddhattha saw.  I can give my opinion on whether trying to live by the 8-fold path could help Buddhists be happy.</p>
<p>What is the most significant part of the Nativity story for Christians today?  Do sacred texts have to be 'true' to help people understand their religion?  Can the arts help to communicate religious beliefs?  (Believing/Belonging) We are learning to understand the symbolism in the Christmas story and think about what the different parts mean to Christians today.</p>	<p>I can design a symbol to tell you something about myself and explain it.  I can explain what some of the symbols in the Christmas story mean to Christians.  I can ask questions about something I find puzzling in the Christmas story.  I can design a symbolic object to show the significance of Christmas or the Christmas holiday to me.  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.  I can explain the symbolism of the object I have designed and say how it expresses the significant part of Christmas or the Christmas holiday for me.  I can start to explain which Christmas symbols tell Christians something about the incarnation (Jesus being God on earth).  I can reflect on how I feel about Christian beliefs about Christmas and the Incarnation.</p>
<p>Could the Buddha's teachings make the world a better place?  Do religious people lead better lives?  Do all religious beliefs influence people to behave well towards others?  (Believing/Behaving) We are learning about the teachings of the Buddha and exploring what he</p>	<p>I can talk about some situations which are wonderful or problematic.  I can recall one of the Buddha's stories and start to say what it means.</p>

<p>taught about change.</p>	<p>I can start to relate this story to making the world a better place.  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.  I can start to consider the extent to which I can help make the world a better place.  I can make links between one of the Buddha's stories and his teachings about what causes suffering.  I can start to consider the extent to which the Buddha's teachings might help Buddhists make the world a better place.</p>
<p>Is forgiveness always possible for Christians?  Do religious people lead better lives?  Do all religious beliefs influence people to behave well towards others?  (Believing/Behaving) We are learning to understand different ways that Jews show their commitment to God, comparing their practices in order to explore which shows the most commitment.</p>	<p>I can talk about how easy it is to forgive some people some times, or how difficult it might be.  I can recall a Christian story about forgiveness and say what it tells people about how to treat each other.  I can talk about when a Christian may find it easy or difficult to forgive someone.  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.  I can give my opinion as to why showing forgiveness may be important.  I can explain how Christians might try to put into practice Jesus' teachings about forgiveness.  I can give examples of when Jesus showed forgiveness and explain why I think He asked people to follow His example.</p>
<p>What is the best way for a Buddhist to lead a good life?  Do religious people lead better lives?  Do all religious beliefs influence people to behave well towards others.</p>	<p>I can explain why I make some choices and say why I think some of these are 'good' choices.  I can tell you some of the teachings of the 8-fold path and start to say what they mean to Buddhists.  I can give simple reasoning as to why the teaching of the 8-fold path might be helpful to Buddhists trying to make good choices.  I can describe one of my 'good' choices and the</p>

	<p>consequence of it. I can also explain the consequences of making a different choice.</p> <p>I can describe how aspects of the 8-fold path would help Buddhists know how to live good lives.</p> <p>I can start to tell you why some aspects of the 8-fold path might be hard for some Buddhists to stick to.</p> <p>I can start to identify the values and reasons that guide me to make my decisions.</p> <p>I can make links between the Buddha's teachings about causing no harm and the 8-fold path and can explain what the world might look like if many people tried to do this.</p> <p>I can start to think about which aspects of the 8-fold path might be the hardest to stick to if I as trying to make good choices and which aspect might be the most important to Buddhists.</p>
<p>Do people need to go to church to show they are Christians?</p> <p>Do religious people lead better lives?</p> <p>Does participating in worship help people to feel closer to God or their faith community? We are learning to understand how important going to church is to show someone is a Christian.</p>	<p>I can discuss my special place, tell you why it is special and how I feel when I am there.</p> <p>I can talk about some of the things that are important to Christians during worship and explain some of the symbolism, e.g. bread and wine in Holy Communion.</p> <p>I can respectfully question whether Christians need churches.</p> <p>I can explain some of the feelings my special place gives me and suggest why that is.</p> <p>I can describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism.</p> <p>I can start to understand the impact a Christian's special place has on him/her.</p> <p>I can reflect on a range of special places and identify why they have the impact on me that they do.</p> <p>I can describe some ways that Christians can show their beliefs and recognise that some may choose to show their faith publicly and others may keep this more private so some may need churches more than others.</p> <p>I can say why I think the church may or may not be important to Christians.</p>



**LONG TERM KNOWLEDGE AND SKILLS PROGRESSION IN R.E.**

**Year group: Year 5**

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<b><u>PROGRAMME OF STUDY</u></b>	<b><u>SPECIFIC SKILLS</u></b>
How far would a Sikh go for his/her religion? Do religious people lead better lives? Is religion the most important influence and inspiration in everyone's life? (Believing/Behaving) We are learning to compare the different ways Sikhs put their religion into practice.	I can start to explain why some things I do are more important to me than others and what difference that makes. I can use the right words to describe some of the ways Sikhs show their religion is important to them and start to explain why not all Sikhs practise their religion in the same way.

	<p>I can start to explain why I think some practices are more important to Sikhs than others.</p> <p>I can identify the different levels of commitment I show to different things and explain these priorities.</p> <p>I can make links between how Sikhs practise their religion and the beliefs that underpin this.</p> <p>I can respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show.</p> <p>I can explain some of the beliefs that are important to me and how I choose to show commitment to them.</p> <p>I can use a wide range of religious vocabulary in suggesting reasons for the differences in the ways Sikhs choose to commit to and express their religion.</p> <p>I can express my opinion as to why Sikhs seem to show different levels of commitment and comment on this.</p>
<p>Is the Christmas story true? Do sacred texts have to be 'true' to help people understand their religion? (Believing) We are learning to evaluate different accounts of the Christmas story and understand that stories can be true in different ways.</p>	<p>I can start to explain why people may see an event in different ways.</p> <p>I can describe what a Christian learns from the Christmas story.</p> <p>I can start to explain that true can mean different things relating to the Christmas story.</p> <p>I can start to explain how 'true' could mean different things to different people, and how stories can be 'true' in different ways.</p> <p>I can start to explain the Christian belief that Jesus was the Incarnation of God.</p> <p>I can start to express an opinion on whether the Christmas story is true and what this might mean to Christians.</p> <p>I can give my opinion on whether a favourite story is 'true' and explain why.</p> <p>I can identify different sources of the Christmas story and explain the meaning of Christmas to Christians (Incarnation).</p> <p>I can explain my own opinion on whether the Christmas story is true and say what Christians might think of my opinion.</p>
<p>Are Sikh stories important today? Do sacred texts have to be 'true' to help people understand their religion? Is religion the most important influence and inspiration in everyone's life?</p>	<p>I can give an example of a story that teaches me how to behave towards other people.</p> <p>I can describe what a Sikh/non-Sikh might learn from a Sikh story and start to explain why stories can be important.</p>

<p>(Believing/Behaving) We are learning to understand the relevance of Sikh stories today.</p>	<p>I can understand how what Sikhs learn from stories can influence how they behave.  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.  I can give my opinion as to why stories may be important to people today.  I can tell you several Sikh stories and explain why some of these are relevant to Sikhs and non-Sikhs.  I can explain why Sikh stories could be considered important today.</p>
<p>How significant is it for Christians to believe God intended Jesus to die?  Do sacred texts have to be 'true' to help people understand their religion?  (Believing) We are learning to question whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week.</p>	<p>I can start to consider the goals and purpose I would like for my life.  I can say how some events in Holy Week tell Christians about Jesus' purpose/destiny.  I can consider important questions about whether Jesus knew He was going to be crucified.  I can give an example of someone with a strong sense of purpose for their life and give my opinions on this.  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.  I can start to show an understanding of the difference between purpose and destiny.  I can consider whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week and find supporting evidence.  I can give my opinion about the importance for Christians of Jesus' death being part of God's plan.</p>
<p>What is the best way for a Sikh to show commitment to God?  Do all religious beliefs influence people to behave well towards others?  Does participating in worship help people to feel closer to God or their faith community?  (Believing/Belonging) We are learning to understand how Sikhs show their commitment to God and to evaluate if there is a best way.</p>	<p>I can express why showing commitment to something may be a good thing.  I can describe some of the ways that Sikhs choose to show commitment to God and am starting to understand that they may do this in different ways.</p>



	<p>I can start to show I understand that Sikhs make choices about how they show commitment to God.</p> <p>I can show an understanding of why people show commitment in different ways.</p> <p>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.</p> <p>I can start to express what I think about the best way a Sikh could show commitment to God.</p> <p>I can explain why one way of showing commitment may not be better than another.</p> <p>I can explain why it is important to Sikhs to show their commitment to God and can describe different ways they choose to do this.</p> <p>I can give my opinion on what I think Sikhs should do to show commitment to God and explain why.</p>
<p>What is the best way for a Christian to show commitment to God? Do religious people lead better lives? Does participating in worship help people to feel closer to God or their faith community? (Believing/Behaving) We are learning to understand how Christians show their commitment to God and to evaluate if there is a best way.</p>	<p>I can express why showing commitment to something may be a good thing.</p> <p>I can describe some of the ways that Christians choose to show commitment to God and am starting to understand that they may do this in different ways.</p> <p>I can start to understand there are different degrees of commitment and that's up to individual Christians.</p> <p>I can show an understanding of why people show commitment in different ways.</p> <p>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.</p> <p>I can explain why I think some ways of showing commitment to God would be better than others for Christians.</p> <p>I can explain why one way of showing commitment may not be better than another.</p> <p>I can explain why it is important to Christians to show their commitment to God and can describe different ways they choose to do this.</p>

	I can explain that individuals choose to show different degrees of commitment to their religion and can relate this to commitments I make in my life.
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**LONG TERM KNOWLEDGE AND SKILLS PROGRESSION IN R.E.**

**Year group: Year 6**

The syllabus for RE has to be produced locally and is known as the 'local agreed syllabus'.

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<https://www.oxfordshire.gov.uk/sites/default/files/file/our-work-schools/TheAgreedSyllabus2015-2020.pdf>

PROGRAMME OF STUDY	SPECIFIC SKILLS
<p>What is the best way for a Muslim to show commitment to God?            Do religious people lead better lives?            Do all religious beliefs influence people to behave well towards others?            (Believing/Behaving) We are learning to understand some of the ways Muslims show commitment to God and to evaluate whether there is a best way.</p>	<p>I can express why showing commitment to something may be a good thing.            I can describe some of the ways that Muslims choose to show commitment to God.            I can explain why there might be different ways of showing commitment.            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.            I can explain why one way of showing commitment may not be better than another.            I can explore why Muslims choose to show commitment to God in the ways that they do and how this might impact on their lives.            I can explain that individuals choose to show different degrees of commitment to their religion and can relate this to commitments I make in my life, (partly assessed in Lessons 1&amp;6).</p>
<p>Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?            Do sacred texts have to be 'true' to help people understand their religion?            (Believing) We are learning to evaluate different Christmas traditions and celebrations in the light of their reference and relevance to Christian beliefs in Jesus.</p>	<p>I can talk about the variety of ways I celebrate different events or occasions and explain why I celebrate these in different ways.            I can explain why Christmas is important to Christians.            I can explain why Christians would find some celebrations remind them of Jesus' birth and life.            I can start to explain how some of the ways I choose to celebrate are directly linked to the event I am celebrating, and how other ways are not.            I can describe some of the ways that Christians would celebrate Christmas and start to understand which of these would help them understand who Jesus was and why he was born.            I can explain that people may celebrate Christmas in</p>

	<p>different ways and say whether or not I feel this relates to Jesus.</p> <p>I can identify when I am celebrating in a way that reflects the meaning of the event.</p> <p>I can explain how Christians use Christmas celebrations and traditions to remind themselves of Jesus' birth and life and can explain which activities do this.</p> <p>I can explain my own feelings on whether or not it is important to follow Christian beliefs in all Christmas celebrations.</p>
<p>Is anything ever eternal? Should religious people be sad when someone dies? How well do funeral and mourning rituals tell you about what a religion believes and about what happens after death? (Believing/Behaving) We are learning to evaluate different beliefs about eternity and to understand the Christian perspective on this.</p>	<p>I can start to show an understanding of the concept of eternity.</p> <p>I can describe what a Christian might learn about life after death from a Bible story.</p> <p>I can ask important questions about eternity.</p> <p>I can express the feelings I have when I think about situations or things I would like to last forever.</p> <p>I can make links between different Christian beliefs and their views on whether anything is ever eternal.</p> <p>I can reflect on my own beliefs about whether anything is eternal.</p> <p>I can explain the difference it would make to me to know that something was eternal.</p> <p>I can explain why Christians believe some things are eternal and the difference this makes to them.</p> <p>I can give my own answer to whether anything is eternal and give my reasons.</p>
<p>Is Christianity still a strong religion 2000 years after Jesus was on Earth? Do sacred texts have to be 'true' to help people understand their religion? Does participating in worship help people to feel closer to God or their faith community? Is religion the most important influence and inspiration in everyone's life? (Believing/Belonging/Behaving) We are learning to examine the influences Christianity still has in the world and evaluate whether it is still a strong religion.</p>	<p>I can describe how people have influenced me in different ways and say why I think this happened.</p> <p>I can describe one way that Christianity seems to be a strong religion today.</p> <p>I can start to consider whether I think Christianity is a strong religion now.</p> <p>I can explain how the influence people have had on me has affected what I see as important.</p> <p>I can explain how one of the reasons people use to suggest that Christianity is a strong religion today can be</p>

	<p>counteracted.</p> <p>I can give my opinion as to whether Christianity is a strong religion now and say why I think this.</p> <p>I can explain how I would like to be a positive influence on others.</p> <p>I can explain a range of arguments to suggest Christianity is a strong religion today and also give you the opposing arguments.</p> <p>I can express my opinion as to whether Christianity is a strong religion now giving reasoned arguments.</p>
<p>Does belief in Akhirah (life after death) help Muslims lead good lives?</p> <p>Should religious people be sad when someone dies?</p> <p>Do religious people lead better lives?</p> <p>Do all religious beliefs influence people to behave well towards others?</p> <p>(Believing/Behaving) We are learning to identify ways in which Muslims try to lead good lives and how their belief in Akhirah influences this. We are learning to challenge stereotyping through understanding different Muslim interpretations of Jihad and how this links to getting to Heaven.</p>	<p>I can explain how knowing that my actions have consequences makes a difference to the choices I make.</p> <p>I can describe some of the ways that Muslims try to lead lives respectful to God and start to say why this is important to them.</p> <p>I can identify why leading a good life might be a good idea and why people think this.</p> <p>I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow.</p> <p>I can explain how believing in Akhirah influences Muslims to do their best to lead good lives.</p> <p>I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.</p> <p>I can start to explain how my beliefs about right and wrong, actions and consequences make a difference to the choices I make.</p> <p>I can explain how the belief in Akhirah influences Muslim decisions and choices as to how to behave towards God and other people.</p> <p>I can ask questions about life after death and explore how what I believe about this might influence my life.</p> <p>I can explain how sometimes people see/interpret things in different ways.</p> <p>I can explain how Muslims try to make an effort to lead good lives, and how sometimes this leads to fighting/Holy War.</p>

I can start to express my opinion on how Jihad is interpreted by some Muslims.

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.

I can start to explain how my beliefs about right and wrong make a difference to how I see things.

I can explain two different Muslim interpretations of Jihad and explore their justifications for these.

I can explore my own and other people's attitudes towards interpretations of Jihad and recognise and challenge stereotyping.