

Religious education progression at Saint Mary's Primary School, Bridport.

We want to “enable pupils to take their place within a diverse multi-religious and multi-secular society.”

	Substantive knowledge	Ways of knowing	Personal development
	<p><i>“Looking out of the window”</i></p> <p>In U.C this is called <i>“Making sense of the text”</i></p>	<p><i>“Reflecting in the mirror”</i></p> <p>In U.C. this is called <i>“Understanding the impact”</i></p>	<p><i>“Stepping out the door with my knowledge and reflections”</i></p> <p>In U.C. this is called <i>“Making connections”</i></p>
EYFS	<p>Why is the word God so important to Christians?</p> <ul style="list-style-type: none"> - I know that Christians believe in a God who created the earth, people and animals. - I know that God is a VIP for Christians. - I know that the word God is special to some people - I can recall some of the things that Christians believe that God created in the creation story. 	<ul style="list-style-type: none"> - I have visited a church in my community. - I know that a church is a special place for Christians. - I know that people go to church to sing songs and say thankyou to God. - I have listened to and sung some Harvest songs. - I know that the Bible is a special book for Christians. 	<ul style="list-style-type: none"> - I can share people, places and objects that are special to me. - I can share who I am precious to. - I can name a Christian that I have met. - I know that not everyone does the same as me and that is ok. - I am interested in what other people do - I ask questions about stories
	<p>Why do Christians perform Nativity plays at Christmas?</p> <ul style="list-style-type: none"> - I know what precious means - I know that there are people called Christians - I know the Christians believe that Jesus was a precious baby and a precious grown-up - I can listen to the Nativity story read from a Bible - I have taken part in a Nativity 	<ul style="list-style-type: none"> - I can share an event that I know happens in churches at Christmas time. - <i>I know that the Bible is a special book for Christians.</i> - <i>I have visited a church in my community.</i> - <i>I know that a church is a special place for Christians.</i> - 	<ul style="list-style-type: none"> - <i>I know that not everyone does the same as me and that is ok.</i> - <i>I am interested in what other people do</i> - <i>I ask questions about stories</i>
	<p>How do people celebrate?</p> <ul style="list-style-type: none"> - I know what a celebration is - I know that people can celebrate in different ways 	<ul style="list-style-type: none"> - I am interested in how other people celebrate - I can take part in a celebration experience that is important to a child with a different belief. 	<ul style="list-style-type: none"> - I can share special times in my life/ my families life - <i>I know that not everyone does the same as me and that is ok.</i> - <i>I am interested in what other people do</i> - <i>I ask questions about stories</i>
	<p>Why do Christians put a cross in an Easter garden?</p> <ul style="list-style-type: none"> - <i>I know that there are people called Christians</i> - <i>I know the Christians believe that Jesus was a precious baby and a precious grown-up</i> - I know that Christians remember Jesus’ last week at Easter. 	<ul style="list-style-type: none"> - I know that Christians believe that Jesus is their friend - I know that Christians believe that God and Jesus loves people. - <i>I know that the Bible is a special book for Christians.</i> - <i>I have visited a church in my community.</i> - <i>I know that a church is a special place for Christians.</i> 	<ul style="list-style-type: none"> - <i>I know that not everyone does the same as me and that is ok.</i> - <i>I am interested in what other people do</i> - <i>I ask questions about stories</i> - I can share ways that I can show love to someone - I know that Christians do kind things because they want to love other people.
	<p>What can we learn from stories?</p> <ul style="list-style-type: none"> - I have listened to stories from Hindu, Islam, Sikh and Christian traditions - I know that there are people with special stories 	<ul style="list-style-type: none"> - I can think about how the message in a story - I am interested in other people’s stories. 	<ul style="list-style-type: none"> - <i>I know that not everyone does the same as me and that is ok.</i> - <i>I am interested in what other people do</i> - <i>I ask questions about stories</i>
	<p>What makes places special?</p> <ul style="list-style-type: none"> - I know that some places are special - I know that people have different special places 	<ul style="list-style-type: none"> - I have seen images and videos of a mosque - I know that a mosque is a special place for Muslims - I have seen images and videos of a synagogue - I know that a synagogue is a special place for Jews 	<ul style="list-style-type: none"> - <i>I know that not everyone does the same as me and that is ok.</i> - <i>I am interested in what other people do</i> - <i>I ask questions about stories</i> - I can talk about clothing that is special to me and notice clothing that is special to others

Religious education progression at Saint Mary's Primary School, Bridport.

We want to “enable pupils to take their place within a diverse multi-religious and multi-secular society.”

1	<p>Creation - Who made the world?</p> <ul style="list-style-type: none"> - I know that the creation story is in the Bible - I can retell the creation story simply - I can share what the creation story tells Christians about God, creation and the world I live in. For example God created the universe, the Earth and everything in it are precious to God) - I know that Christians believe God wants them to take care of the world. 	<ul style="list-style-type: none"> - I can give an example of what Christians might do to say thankyou to God for creation. - I can talk about why Christians celebrate Harvest 	<ul style="list-style-type: none"> - I can share things that amaze me about the world I live in. - I can ask questions about the world I live in.
	<p>Incarnation – Why does Christmas matter to Christians?</p> <ul style="list-style-type: none"> - I know that Advent is about preparing for Jesus’ arrival. - I can retell clearly and simply what happened at Jesus’ birth - I know that stories about Jesus’ birth are found in a part of the Bible called “The Gospels” 	<ul style="list-style-type: none"> - I can give an example of a way in which the Nativity story affects Christian’s behaviour - I can visit a church at Christmas time and notice key features that connect with the Christmas story. 	<ul style="list-style-type: none"> - I can share things that I am thankful for. - I can share things that I am thankful for at Christmas time.
	<p>Judaism 1 – Is Shabbat important to Jewish children?</p> <ul style="list-style-type: none"> - I know that some people are Jewish. - I know that Jews believe in a day of rest – they call it Shabbat. - I can explain what things I might see at a Jewish child’s home during Shabbat. 	<ul style="list-style-type: none"> - I can take part in experiences similar to those that Jewish children take part in. - I can start to explain why Shabbat is important to Jewish children. 	<ul style="list-style-type: none"> - I can share how I would rest and how I would celebrate. - I can listen to how others rest and celebrate.
	<p>Salvation – Why does Easter matter to Christians?</p> <ul style="list-style-type: none"> - I know that Easter is very important in the ‘big story’ of the Bible. - I know that Christians believe Jesus rose again, giving people hope of a new life. - I know that Jesus gave instructions about how to behave. - I can retell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). - 	<ul style="list-style-type: none"> - I can give at least three examples of how Christians show their beliefs about Jesus’ death and resurrection in church worship at Easter - I can visit a church at Easter time and notice key features that connect with Jesus’ death and resurrection 	<ul style="list-style-type: none"> - I can think, talk and ask questions about whether the story of Easter has anything to say to me about sadness, hope or heaven.
	<p>Gospel – What is the good news that Jesus brings?</p> <ul style="list-style-type: none"> - I can retell some stories from the Bible and recognise a link with a concept of ‘Gospel’ or good news. - I can explain simply why Jesus is important to Christians (they believe he brings good news that people are loved by God, and can be forgiven for bad things.) - <i>I know that Jesus gave instructions about how to behave.</i> 	<ul style="list-style-type: none"> - I can give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless. - I can give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession). 	<ul style="list-style-type: none"> - I can think, talk and ask questions about whether Jesus’ ‘good news’ is only good news for Christians, or if there are things for anyone to learn, exploring how I think it might affect me.
	<p>Judaism 2 – Are religious celebrations important?</p> <ul style="list-style-type: none"> - I know that Jews believe in God but they do not celebrate Christmas. - I know that Jews have a celebration called Chanukah - I can recall some of the things I might see at a Jewish child’s home during Chanukah 	<ul style="list-style-type: none"> - I can start to explain why Chanukah is important to Jewish children. - I can start to explain how Chanukah might make a Jewish child feel closer to God. 	<ul style="list-style-type: none"> - I can listen to how others rest and celebrate. - I can talk about how it feels to share food with others.

Religious education progression at Saint Mary's Primary School, Bridport.

We want to “enable pupils to take their place within a diverse multi-religious and multi-secular society.”

2	<p>Creation – Who made the world? (Digging deeper)</p> <ul style="list-style-type: none"> - I know that the creation story is found in the Bible and in the Jewish precious book: the Torah. - I can retell the creation story - recalling each day. - I know that the creation story shows Christians that God wants a special relationship with humans. 	<ul style="list-style-type: none"> - I can give at least two examples of what Christians might do to say thankyou to God for creation. - I can give an example of something in my own community. - I can explain why God told people to rest on one day of the week (God cares about humans) - I can share rules that I believe are important to take care of the world. 	<ul style="list-style-type: none"> - I can ask questions about the world I live in. - I can talk about why I think rest is important and share two examples of how I rest.
	<p>Incarnation – Why does Christmas matter to Christians? (Digging deeper)</p> <ul style="list-style-type: none"> - I can explain how Advent is the 4 weeks when some Christians wait and prepare to celebrate the birth of Jesus. - I can retell the story of the birth of Jesus and recognise that Jesus is ‘God on Earth’. 	<ul style="list-style-type: none"> - I can give at least two examples of ways in which Christians use the nativity story in churches and at home; for example, using nativity scenes and carols to celebrate Jesus’ birth. - I can listen to and sing Christmas songs and discuss what they mean to me - I can meet with a Vicar at Christmas time and find out about precious items for them at Christmas time. 	<ul style="list-style-type: none"> - I can think, talk and ask questions about the Christmas story and the lessons I might learn from it: for example, about being kind and generous.
	<p>Judaism 1 – Passover – How important is it for Jewish people to do what God tells them?</p> <ul style="list-style-type: none"> - I know that some people follow a religion called Judaism – they are called Jews. - I know that Jews believe that they are special to God and have a special friendship with God. - I know that Jews believe in God but do not celebrate Christmas because they don’t believe that Jesus was God in human form - I know that Passover reminds Jews about a special story and I can retell the story simply. 	<ul style="list-style-type: none"> - I can explore, ask questions and listen to why artefacts are special to Jews: e.g. Seder plate. - I can describe some of the things that Jews do to show their respect for God. 	<ul style="list-style-type: none"> - I know that people celebrate in different ways and that is ok.
	<p>Salvation – Why does Easter matter to Christians? (Digging deeper)</p> <ul style="list-style-type: none"> - I know that Jesus showed that he was willing to forgive all people, even for putting him on the cross. - I can retell stories of Holy Week and Easter and make a link with the idea of Salvation (Jesus rescuing people). 	<ul style="list-style-type: none"> - I know that Christians believe Jesus rose again, giving people hope of a new life. - I can give at least three examples of how Christians show their beliefs about Jesus as saviour in church worship. - I can give clear, simple accounts of what the texts mean to Christians: for example, that people can trust God, and that they should say thank you to God for his good gifts. 	<ul style="list-style-type: none"> - I can talk about the qualities that I have and how I could share these with other people.
	<p>Gospel – What is the Good News that Jesus brings? (Digging deeper)</p> <ul style="list-style-type: none"> - I know that for Christians, good news includes being loved by God, and being forgiven for bad things. - I know that Christians believe Jesus is a friend to the poor and friendless. - I know that Christians believe Jesus’ teachings make people think hard about how to live and show them the right way. - I can retell stories from the Bible and recognise a link with a concept: for example, the idea of ‘good news’ links to the practice of being thankful to Jesus. 	<ul style="list-style-type: none"> - I can describe how Christians show what they believe: for example, thanking God in prayer, giving to people in need. - I can give at least two examples of how Christians use Bible stories to teach them how to pray, how to behave – focusing on our Church community in Bridport. 	<ul style="list-style-type: none"> - I can think, talk and ask questions about whether the Gospels have something to say to me (for example, about whether I think forgiveness is important.)
	<p>Judaism 2 – What is the best way for a Jew to show commitment to God?</p> <ul style="list-style-type: none"> - I know that some people follow a religion called Judaism – they are called Jews. - I know that Jews believe that they are special to God and have a special friendship with God. - I can explore different ways that Jews show commitment to God. - I can recall some objects, places and days that are special to Jews (seder plate, torah, shabbat, passover, synagogue) - I can explain what Bar and Bat Mitzvah is for young Jews 	<ul style="list-style-type: none"> - I can talk about one way that a Jew could show commitment to God. 	<ul style="list-style-type: none"> - I can explore the word commitment in relation to my own life. I can share something that I am committed to. - I can express my opinion on how I think it might be best for a Jew to show commitment to God.

Religious education progression at Saint Mary's Primary School, Bridport.

We want to “enable pupils to take their place within a diverse multi-religious and multi-secular society.”

3	<p>Creation – What do Christians learn from the creation story?</p> <ul style="list-style-type: none"> - I know that Genesis 1 is in the Bible and tells the story of creation. - I know that Christians believe that God the Creator cares for his creation, including human beings. - I know that Christians believe that they do best when they listen to God. - I know that Christians believe that the Bible shows that God wants to help people to be close to him — he gives them guidelines on good ways to live (such as the Ten Commandments). 	<ul style="list-style-type: none"> - I can describe what Christians do because they believe God is Creator. (For example, follow God, wonder at how amazing God's creation is; care for the earth in some specific ways.) 	<ul style="list-style-type: none"> - I can ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians. - I can think about how the creation story affects my thoughts about creation.
	<p>Incarnation – What is the Trinity?</p> <ul style="list-style-type: none"> - I know that Christians believe God is three: Father, Son and Holy Spirit. - I know that Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling them to follow Jesus - I can identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter. - I can offer suggestions about what texts about baptism and Trinity might mean to Christians today. 	<ul style="list-style-type: none"> - I can describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live. 	<ul style="list-style-type: none"> - I can make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of my own about what the God of Christianity is like.
	<p>Hinduism 1 – How can Brahman be everywhere and in everything?</p> <ul style="list-style-type: none"> - I know that some people are Hindus. - I know that Hindus have more than 1 god - I can explain who Brahman is and why he is special to Hindus. - I can recall some of the forms, and names, that Brahman can take. 	<ul style="list-style-type: none"> - I can explain what I understand about how Brahman can be everywhere. - I can talk about how Hindu's beliefs in Brahman might affect how they behave. 	<ul style="list-style-type: none"> - I can talk about what I find interesting or puzzling about Hindu gods. - I can express my own opinion about God/ gods and can explain why religion is important to some people.
	<p>Salvation – Why do Christians call the Friday that Jesus died, Good Friday?</p> <ul style="list-style-type: none"> - I can order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'. - I can offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean to some Christians. - I know that Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection. - I know that Christians today trust that Jesus really did rise from the dead, and so is still alive today. 	<ul style="list-style-type: none"> - I can describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship - I can make simple links between the Gospel texts and how Christians mark the Easter events in their church communities. 	<ul style="list-style-type: none"> - I can make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.
	<p>People of God – What is it like to follow God?</p> <ul style="list-style-type: none"> - I know that Christians and Jews believe God promises to stay with them and Bible stories show how God keeps his promises – for example the story of Noah - I know that the Old Testament tells the story of a particular group of people and their relationship with God. 	<ul style="list-style-type: none"> - I can make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony 	<ul style="list-style-type: none"> - I can make links between the story of Noah and how we live in school and the wider world.
	<p>Hinduism 2 – Would visiting the Ganges be special to a non-Hindu?</p> <ul style="list-style-type: none"> - I know that there is a river in India called the Ganges - I know that the river Ganges is precious to Hindus. - I can recall key facts about where the river Ganges is and what Hindus do there. - I can describe a Hindu ritual that happens at the river Ganges - I can explain how Brahman connects with the river Ganges 	<ul style="list-style-type: none"> - I can explain how a Hindu might feel or behave when they visit the river Ganges and why. 	<ul style="list-style-type: none"> - I can tell you why water is important to my daily life. - I can express how I might feel (as a non-Hindu) if I visited the river Ganges, and compare this with how a Hindu would feel.

Religious education progression at Saint Mary's Primary School, Bridport.

We want to “enable pupils to take their place within a diverse multi-religious and multi-secular society.”

4	<p>Creation – What do Christians learn from the creation story? (Digging Deeper)</p> <ul style="list-style-type: none"> - I can place the concepts of God, Creation and the Fall on a timeline of the Bible's 'Big Story'. - I know that the Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called 'the Fall'). - I can offer suggestions about what the story of Adam and Eve might show about human nature and how to act. - I know that Christians believe that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness. 	<ul style="list-style-type: none"> - I can describe how and why Christians might try to get close to God – praying to God, say sorry, forgive and ask for forgiveness 	<ul style="list-style-type: none"> - I can make links between what stories in the Bible say about human beings, and my own ideas about how people should behave.
	<p>Incarnation – What is the Trinity? (Digging deeper)</p> <ul style="list-style-type: none"> - I know that Christians believe the Trinity works in this way: Father creates; he sends the Son who saves his people; the Son sends the Holy Spirit to his followers. - I can identify John 1 as part of a 'Gospel', noting some differences between John and the other Gospels. - I can offer suggestions for what texts about God might mean. - I know that Jesus, the Son of God, is seen by Christians as revealing what God the Father is like. - I know that Christians believe that, through Jesus, all people can become the People of God. 	<ul style="list-style-type: none"> - I can describe how Christians show their beliefs about God the Trinity in the way they live. 	<ul style="list-style-type: none"> - I can make links between some of the texts and teachings about God in the Bible and what people believe about God in the world today, expressing some ideas of their own clearly.
	<p>Islam 1 – How important is the prophet Muhammad to Muslims?</p> <ul style="list-style-type: none"> - I know that some people are Muslims. - I know that Muhammad is very special to Muslims and can explain why. - I can recall key events in Muhammad's journey of faith. 	<ul style="list-style-type: none"> - I can rank Muhammad's key events and discuss why I have ranked them in this way. - I can consider how a Muslim might rank these key events. 	<ul style="list-style-type: none"> - I can explain who is special to me and why.
	<p>Gospel – What kind of world did Jesus want?</p> <ul style="list-style-type: none"> - I can explain a 'Gospel'; tells the story of the life and teaching of Jesus. - I can make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. - I can offer suggestions about what Jesus' actions towards the leper might mean for a Christian. - I know that Christians believe Jesus challenges everyone about how to live — he sets the example for loving God and your neighbour, putting others first. - I know that Christians try to be like Jesus — they try to put his teaching and example into practice in lots of ways, from church worship to social justice. 	<ul style="list-style-type: none"> - I can make simple links between Bible texts and the concept of 'Gospel' (good news). - I can give examples of how Christians try to show love to all. - I can explain how vicars that I have met follow Jesus' teaching. 	<ul style="list-style-type: none"> - I can make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of my own clearly.
	<p>People of God – What is it like to follow God? (Digging Deeper)</p> <ul style="list-style-type: none"> - I can make links between Abraham and the idea of faith in God. - I know that the Old Testament tells the story of a particular group of people and their friendship with God: the children of Israel/ the People of God. - I know that the People of God try to live in the way God wants, following his commands and worshipping him. 	<ul style="list-style-type: none"> - I can make simple links between People of God and how some Christians choose to live in their daily lives and in their church communities 	<ul style="list-style-type: none"> - I can suggest answers about how far ideas of covenant, promises and following God might make a difference in the world today.
	<p>Islam 2 – How does the Qur'an influence Muslims today?</p> <ul style="list-style-type: none"> - I know that the Qur'an is a precious book to Muslims and can explain why. 	<ul style="list-style-type: none"> - I can explain how the Qur'an can affect Muslims and our society today. - I can give examples of behaviour that might be seen if a Muslim is following the teachings within the Qur'an. 	<ul style="list-style-type: none"> - I know who is special to me and can explain how they affect me. - I can explain how a book is special to me – how has it affected me?

Religious education progression at Saint Mary's Primary School, Bridport.

We want to “enable pupils to take their place within a diverse multi-religious and multi-secular society.”

5	<p>Creation –Creation and science: conflicting or complementary?</p> <ul style="list-style-type: none"> - I can place the concepts of creation on a timeline of God’s big story. - I can identify what type of text some Christians say Genesis 1 is - I know that there is much debate around the relationship between the Bible story of creation – in Genesis 1- and contemporary scientific accounts. - I know that there are many scientists throughout history and now who are Christians. - I know that the discoveries of science make Christians wonder even more about the power and majesty of the Creator 	<ul style="list-style-type: none"> - I can make clear connections between Genesis 1 and Christian belief about God as Creator. - I can show understanding of why many Christians find science and faith go together 	<ul style="list-style-type: none"> - I can identify key ideas arising from my study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses. - I can weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.
	<p>Incarnation- Was Jesus the Messiah?</p> <ul style="list-style-type: none"> - I know that Jesus was Jewish. - I know that Christians believe Jesus is God in the flesh. - I know that the Old Testament talks about a ‘rescuer’ or ‘anointed one’ — a messiah. - I know that Christians believe that Jesus fulfilled these expectations, and that he is the Messiah. - I know that Jewish people do not think Jesus is the Messiah - I can identify Gospel and prophecy texts, using technical terms 	<ul style="list-style-type: none"> - I can show how Christians put their beliefs about Jesus’ Incarnation into practice in different ways in celebrating Christmas. - I can comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. 	<ul style="list-style-type: none"> - I can weigh up how far the idea that Jesus is the Messiah — a Saviour from God — is important in the world today and, if it is true, what difference that might make in people’s lives.
	<p>Hinduism 1 – What is the best way for a Hindu to show commitment to their religion?</p> <ul style="list-style-type: none"> - I know that some people follow a religion called Hinduism – they are called Hindus. - I know that one form of Hindu worship is called a puja. - I can explore artefacts that are special to Hindu puja - I can recall some ways in which Hindus perform puja. 	<ul style="list-style-type: none"> - I can explain why Hindu’s believe it is important to show commitment to God and share some ways that they can do this. - I can express an opinion on which action might show more commitment to God 	<ul style="list-style-type: none"> - I can talk about what I find interesting or puzzling about Hindu beliefs. - I can express my opinion on how I think it might be best for a Hindu to show commitment to God
	<p>Salvation – What did Jesus do to save human beings?</p> <ul style="list-style-type: none"> - I know that the Gospels give accounts of Jesus’ death and resurrection and can find them within a Bible. - I know that Christians remember Jesus’ sacrifice through the service of Holy Communion. - Explain what Christians mean when they say that Jesus’ death was a sacrifice - “for us”, using theological terms. - I can suggest meanings for stories about Jesus’ death/ resurrection, comparing my ideas with ways in which Christians interpret these texts. 	<ul style="list-style-type: none"> - I can make clear connections between the Christian belief in Jesus’ death as a sacrifice and how Christians celebrate Holy Communion/Lord’s Supper. - I can show how Christians put their beliefs into practice. 	<ul style="list-style-type: none"> - I can weigh up the value and impact of ideas of sacrifice in my own life and the world today
	<p>Gospel – What would Jesus do?</p> <ul style="list-style-type: none"> - I can identify gospel text features (e.g. parables, stories and teaching) - I know that Christians see that Jesus’ teachings go against the rules of the world — the Sermon on the Mount is an example of this, where Jesus’ values favour serving the weak and vulnerable, not the rich and powerful. - I know that Christians believe that they should bring this good news to life in the world in different ways: within their church family, with family, with their neighbours and in the local, national and global community. 	<ul style="list-style-type: none"> - I can make clear connections between Gospel texts, Jesus’ ‘good news’, and how Christians live in the Christian community and in their individual lives. 	<ul style="list-style-type: none"> - I can relate biblical ideas, teachings or beliefs (for example, about peace, forgiveness, healing) to the issues, problems and opportunities of my own life and the life of my own community in the world today, offering insights of my own. - .
	<p>Hinduism 2 – Do beliefs in karma, samsara, moksha help Hindus lead good lives?</p> <ul style="list-style-type: none"> - I can explain what Hindu’s believe will happen to them when they die. - I can explain what I understand about the beliefs of Karma, Samsara and Moksha. 	<ul style="list-style-type: none"> - I can explain how a belief in Karma might motivate Hindus to behave. - I can compare Hindu and Christian beliefs in life after death and explain how these make a difference to the believers life. 	<ul style="list-style-type: none"> - I can express an opinion about Hindu belief in reincarnation and connect with my own thoughts about life after death.

Religious education progression at Saint Mary’s Primary School, Bridport.

We want to “enable pupils to take their place within a diverse multi-religious and multi-secular society.”

6	<p>Creation – Creation and Science – conflicting or complementary (Digging Deeper)</p> <ul style="list-style-type: none"> - I know that there are many scientists through history and now who are Christians. - I know that the discoveries of science make Christians wonder even more about the power and majesty of the Creator. - I can identify the type of text that Psalm 8 is, and its purpose. - I can explain what Psalm 8 has to say about the idea of God as Creator and the place of humans in Creation. 	<ul style="list-style-type: none"> - I can make clear connections between Psalm 8 and some ways Christians respond to God as Creator. - I can show an understanding of why some Christians find science and faith compatible. 	<ul style="list-style-type: none"> - I can respond to the idea that humans have great responsibility for the Earth. - I can weigh up how well humans are responding to this responsibility, taking into account religious and non-religious viewpoints.
	<p>Incarnation – Was Jesus the Messiah? (Digging Deeper)</p> <ul style="list-style-type: none"> - I can explain the connections between biblical texts and the idea of Jesus as Messiah, using theological terms. - I know that the story of Moses and the Exodus shows how God rescued his people from slavery in Egypt and how God wants to rescue people. - I know that Christians apply this idea to living today by trying to serve God and to bring freedom to others; for example, loving others, caring for them, bringing health, food, justice, and telling the story of Jesus. 	<ul style="list-style-type: none"> - I can make clear connections between the texts and what Christians believe about Jesus as Messiah; for example, how they celebrate Palm Sunday. - I can show Christians express their beliefs about Jesus as Prince of Peace and as one who transforms lives, through bringing peace and transformation in the world. 	<ul style="list-style-type: none"> - I can weigh up how far the world needs a Messiah, expressing my own insights.
	<p>Islam 1 – What is the best way for Muslims to show a commitment to Allah?</p> <ul style="list-style-type: none"> - I know that some people follow a religion called Islam – they are called Muslims. - I know that the Muslim’s holy book is called the Qur’an and it was given to the prophet Muhammad. - I can recall the 5 pillars of Islam using their correct names. 	<ul style="list-style-type: none"> - I can explain how different actions show a Muslim’s commitment to Allah. - I can express an opinion on which action might show more commitment to Allah 	<ul style="list-style-type: none"> - I can talk about my own personal commitments and assess my level of commitment. - I can express my opinion on how I think it might be best for a Muslim to show commitment to Allah. - I can explain why there might be different ways of showing commitment
	<p>Salvation – What difference does the resurrection make for Christians?</p> <ul style="list-style-type: none"> - I can explain connections between Isaiah 53, John 19 and the key concepts of Messiah, Sacrifice and Salvation, using theological terms. - I can suggest meanings for Isaiah 53 and John 19 and how Christians believe these texts show Jesus was a sacrifice. - I know that Christians can interpret this in a variety of ways: for example, as a sacrifice for sin; as a victory over sin, death and the devil; paying the punishment as a substitute for everyone’s sins; rescuing the lost and leading them to God; leading from darkness to light, from slavery to freedom. 	<ul style="list-style-type: none"> - I can make clear connections between the Christian concept of the sacrifice of Jesus and the idea of Salvation, and how Christians follow Jesus’ example in giving themselves for others. 	<ul style="list-style-type: none"> - I can weigh up how far the idea of sacrifice and the example of Jesus are inspiring in the world today and in their own thinking.
	<p>Kingdom of God - What kind of King is Jesus?</p> <ul style="list-style-type: none"> - I can explain connections between biblical texts and the concept of the Kingdom of God. - I can consider different possible meanings for the biblical texts studied, showing awareness of different interpretations. - I know that Jesus told many parables about the Kingdom of God. These suggest that God’s rule has begun, through the life, teaching and example of Jesus, and subsequently through the lives of Christians who live in obedience to God. - I know that the Kingdom is compared to a feast were all are invited to join in. Not everyone chooses to do so. 	<ul style="list-style-type: none"> - I can make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship, challenging social injustice and in service to the community. 	<ul style="list-style-type: none"> - I can relate Christian teachings or beliefs about God’s Kingdom to the issues, problems and opportunities of their my own life and the life of my community in the world today, offering insights about whether or not the world could or should learn from Christian ideas.
	<p>Islam 2 – does belief in Akhirah help Muslims to lead a good life?</p> <ul style="list-style-type: none"> - I can explain what Muslim’s believe will happen to them when they die. - I can explain how Muslims believe they should behave to get into heaven. 	<ul style="list-style-type: none"> - I can explain how a desire to get into heaven might motivate Muslims to behave. 	<ul style="list-style-type: none"> - I can ask questions, listen to others opinions and explore what I think about life after death, - I can explain what I believe a “good life” would look like. - I can explain what motivates me to lead a good life and how this compares with what motivates a Muslim to lead a good life.