



Welwyn St. Mary's Progression Ladder for Religious Education (other units)

	God	Fall	People of God	Kingdom of God	Other faith/other
Year R	<p>God - creation link</p> <p>Some people believe that God made everything in six days; some say it took longer, that it all began with a bang, but Christians believe that God started it all.</p> <p>Pictures and poems show understanding that Christians believe God provides.</p> <p>Think, talk and share ideas about that we have plenty where others do not have enough.</p>				<p><b>Harvest:</b> know about St Mary's church and school charitable giving focus for Harvest (the specific annual focus changes each year).</p> <p><b>Divali:</b> read story of Rama and Sita, make diva lamps. The triumph of good over evil.</p> <p><b>Celebrations:</b> Chinese people celebrate new year with different animals representing different people's characters. Name some of the animals and this year's animal.</p> <p>Know that pancake day is the start of Lent and that this is the time before Easter.</p> <p>Find out about the pancake races in our village.</p> <p>Talk and think about how people get ready for important things.</p> <p>What important things to you / your family have to get ready for and how do you do it?</p>

**Year  
1**

Identify what a parable is.

Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father.

Give clear, simple accounts of what the story means to Christians.

Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others.

Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example.

Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.

Describe some different church buildings saying why they might be different.

Identify at least 2 things that can be found in a church.

Think talk and ask questions about the different roles that people take in a church family and what impact this has on the way they live.

**Creation and Harvest stories** / traditions from other cultures

**Divali and Hannuka:** Festivals of light

Holy books and places from world faiths.

**Year  
2**

Tell the key points of the story of Jonah from the Bible, and recognise a link with the concept of God.

Give clear, simple accounts of what the text means to Christians.

Give an example of a way in which Christians use the story of Jonah to guide their beliefs about God, for example, seeing God as Lord, i.e. in control of events and being fair: God wants to save the people of Nineveh.

Give at least two examples of how Christians put their beliefs into practice in worship: for example, using the story in church, in art.

Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.

**Harvest**

**Special Books**

Can children say which books are important to them and why.

Give three examples of books from different faiths.

Identify stories which occur in more than one special book.

Make connections to religious stories and how they relate to their own lives.

**Year  
3**

Makes clear links between the story of Noah and the idea of covenant.

Makes simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.

Makes links between the story of Noah and how we live in school and the wider world.

Identify some Hindu traditions and everyday practices.

Begin to explain their own ideas in the light of other people's ideas about God/gods.

Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth.

Offer suggestions about what the description of Pentecost in Acts 2 might mean.

Give examples of what Pentecost means to some Christians now.

Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities.

Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.

**Harvest:** What sort of world would you like to see?  
Action Aid / Fair trade / poverty and hunger.

**Remembrance**

**Hinduism**

I know that Hinduism is a belief system.

I can say when and how Hinduism began.

I can locate where Hinduism was founded.

I can name some Hindu Gods.

I can describe some Hindu beliefs.

I can describe some Hindu places of worship. I can describe some Hindu places of worship.

I can tell you about a special Hindu festival.

I can tell you about the symbolic significance of a Holi.

I can tell you about the importance of preparation for Holi festival.

I can understand that Hindus have more than one holy book.

I can tell you about the different holy books.

I can explain the meaning of some Hindu symbols.

<p style="text-align: center;"><b>Year 4</b></p>		<p>Link to Creation</p> <p>The Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called 'the Fall').</p> <p>This means that humans cannot get close to God without God's help.</p> <p>The Bible shows 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 even when they keep on falling short.</p>	<p>Make clear links between the story of Abraham and the concept of faith.</p> <p>Make simple links between People of God and how some Christians choose to live in their whole lives and in their church communities.</p> <p>Suggest answers about how far ideas of covenant, promises and following God might make a difference in the world today.</p> <p>Know about the places of worship for faiths other than Christianity and some of the ways these communities worship in them.</p>	<p>Order concepts within a timeline of the Bible's 'big story'.</p> <p>List two distinguishing features of a narrative and a letter as different types of biblical text.</p> <p>Offer suggestions about what the texts studied (I Corinthians 12 and Galatians 5) might mean, and give examples of what the texts studied mean to some Christians.</p> <p>Make simple links between the idea of the Church as a body, the fruit of the Spirit, and the Kingdom of God, and how Christians live in their whole lives and in their church communities.</p> <p>Describe how Christians show their belief about the Holy Spirit in worship and in the way they live.</p> <p>Raise questions and suggest answers about how far the ideas about Church as a body and the fruit of the Spirit might make a difference to how pupils think and live.</p>	<p><b>Harvest</b></p> <p><b>Sikhism</b></p> <p>Recognise the importance of sacred books in Christianity and Sikhism, and reasons for their significance - what they contain</p> <p>Ways Sikhs and Christians show that a book is sacred.</p> <p>How we show things are special to us.</p> <p><b>Faith Tour</b></p>

		<p>Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short.</p>		<p>Make links between fellowship and fruit of the Spirit and life in the world today, expressing some ideas of their own clearly.</p>	
<p><b>Year 5</b></p>			<p>Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms.</p> <p>Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave.</p> <p>Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others.</p> <p>Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.</p>		<p><b>Harvest</b></p> <p><b>Eucharist</b></p> <p><b>Islam</b> Know who Mohammad was and the some of the traditions and beliefs about him as a special person.</p> <p>Identify the 5 pillars of faith and show an awareness of the impact of these in everyday lives.</p> <p>Know the main features of a Mosque and Musalla.</p> <p>Know the main features of how Muslims worship in a Mosque.</p> <p>Relate similarities between living a life of faith as a Muslim to living a life of faith as a Christian on a daily basis.</p> <p>Show a recognition of some of the symbolism and traditions of special celebrations in the Islamic tradition; Eid-ul-Fitr and Ramadan.</p> <p>Relate similarities between festivals and celebrations for Muslims to those for Christians.</p>

<p><b>Year 6</b></p>	<p>Identify some different types of biblical texts, using technical terms accurately.</p> <p>Explain connections between biblical texts and Christian ideas of God, using theological terms.</p> <p>Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed.</p> <p>Show how Christians put their beliefs into practice in worship.</p> <p>Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.</p>			<p>Explain connections between biblical texts and the concept of the Kingdom of God.</p> <p>Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations.</p> <p>Make clear connections between belief in the Kingdom of God and how Christians put their beliefs into practice in different ways, including in worship and in service to the community.</p> <p>Relate Christian teachings or beliefs about God's Kingdom to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights about whether</p>	<p><b>Harvest</b></p> <p><b>Judaism</b></p> <p>Draw and describe some Jewish artefacts.</p> <p>Name the Jewish place of worship and identify some of the important features of a synagogue. Explain the symbolism behind each object.</p> <p>Say why the synagogue is important to Jewish communities. Identify two ways in which a synagogue different from a church?</p> <p>Say what the Shema is and explain the importance of the Shema to members of the Jewish faith.</p> <p>Describe one central beliefs of Judaism.</p> <p>Explain how certain artefacts are used as reminders of God. Explain what Shabbat is.</p> <p>Explain how Shabbat is celebrated within the Jewish Family. Explain why it is importance of having time for reflection.</p> <p>Describe what the Torah is and explain its importance in the Jewish faith?</p> <p>Explain the importance of having a set of rules to follow within a community?</p> <p>Describe what kosher means and dentify foods that kosher/non kosher. Explain why keeping kosher is important to a Jewish person</p> <p>Explain how you think these beliefs might affect Jewish persons daily life?</p> <p>Give your views as to whether modern Jews should stop following kosher food laws and eat what they want.</p>

				or not the world could or should learn from Christian ideas.	Say what a Bar Mitzvah is and describe new responsibilities and opportunities a Jewish boy might have following his Bar Mitzvah Say who we learn from and talk about how religions have their own religious leaders who have similar roles.
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