



Kingsholm C of E Primary School and Nursery – Religious Education Progression Ladder

	Nursery	Reception	End Goals	Year 1	Year 2	End Goals	Year 3	Year 4	End Goals	Year 5	Year 6	End Goals
Making sense of beliefs	Children in EYFS should encounter religious and non-religious worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Children can be introduced to subject-specific words and use all their senses to explore beliefs, practices and forms of expression.	Children in EYFS should encounter religious and non-religious worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Children can be introduced to subject-specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of, and		Identifying and making sense of religious and non-religious beliefs and concepts; understanding what these beliefs mean • within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation .	Identifying and making sense of religious and non-religious beliefs and concepts; understanding what these beliefs mean • within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.	• identify core beliefs and concepts studied and give a simple description of what they mean • give examples of how stories show what people believe (e.g. the meaning behind a festival) • give clear, simple accounts of what stories and other texts mean to believers	Identifying and making sense of religious and non-religious beliefs and concepts; understanding what these beliefs mean • within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.	Identifying and making sense of religious and non-religious beliefs and concepts; understanding what these beliefs mean • within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation .	• identify and describe the core beliefs and concepts studied • make clear links between texts/sources of authority and the core concepts studied • offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers	Identifying and making sense of religious and non-religious beliefs and concepts; understanding what these beliefs mean • within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.	Identifying and making sense of religious and non-religious beliefs and concepts; understanding what these beliefs mean • within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.	• identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions • describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts • give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority
Understanding the impact	Children in EYFS should encounter religious and non-religious worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Children can be introduced to subject-specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of, and	Children in EYFS should encounter religious and non-religious worldviews through special people, books, times, places and objects and by visiting places of worship. They should listen to and talk about stories. Children can be introduced to subject-specific words and use all their senses to explore beliefs, practices and forms of expression. They ask questions and reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation of, and		Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world.	Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world.	• give examples of how people use stories, texts and teachings to guide their beliefs and actions • give examples of ways in which believers put their beliefs into practice	Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world.	Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world.	• make simple links between stories, teachings and concepts studied and how people live, individually and in communities • describe how people show their beliefs in how they worship and in the way they live • identify some differences in how people put their beliefs into practice	Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world.	Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world.	• make clear connections between what people believe and how they live, individually and in communities • using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures



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Making connections	feelings and experiences. They use their imagination and curiosity to develop their appreciation of, and wonder at, the world in which they live. Also see page 25 of the GAS	wonder at, the world in which they live. Also see page 24-26 of the GAS	Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.	Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.	- think, talk and ask questions about whether the ideas they have been studying, have something to say to them - give a good reason for the views they have and the connections they make	Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.	Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.	- make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly - raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live - give good reasons for the views they have and the connections they make	Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.	Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.	- make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) - reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently - consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make
Christianity	See page 25 of GAS	F1 Why is the word 'God' so important to Christians? F2 Why is Christmas special for Christians? F3 Why is Easter special for Christians? F4 Being special: where do we belong? F5 Which places are special and why? F6 Which stories are special and why?	1.2 Who do Christians say made the world? Harvest 1.10 What does it mean to belong to a faith community? What did Jesus teach about loving one another? 1.1 What do Christians believe God is like?	1.3 Why does Christmas matter to Christians? 1.5 Why does Easter matter to Christians? 1.4 What is the 'good news' Christians believe Jesus brings?	- Identify what a parable is - Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father - Give clear, simple accounts of what the story means to Christians - Retell the story of creation from Genesis 1:1–2:3 simply - Recognise that 'Creation' is the beginning of the 'big story' of the Bible - Say what the story tells Christians about God, Creation and the world - Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians - Recognise that stories of Jesus' life come from the Gospels	L2.1 What do Christians learn from the creation story? L2.2 What is it like for someone to follow God? L2.4 What kind of world did Jesus want?	L2.3 What is the Trinity and why is it important for Christians? Christmas L2.5 Why do Christians call the day Jesus died 'Good Friday'? Easter L2.6 For Christians, when Jesus left what was the impact of Pentecost?	- Place the concepts of God and Creation on a timeline of the Bible's 'big story' - Make clear links between Genesis 1 and what Christians believe about God and Creation - Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world - Make clear links between the story of Noah and the idea of covenant - Recognise what a 'Gospel' is and give an example of the kinds of stories it contains - Offer suggestions about what texts about baptism and Trinity mean - Give examples of what these texts mean to some Christians today	U2.3 Why do Christians believe Jesus was the Messiah? Christmas U2.1 What does it mean if Christians believe God is Holy and Loving? U2.4 Christians and how to live: 'What would Jesus do?'	U2.2 Creation & Science – Conflict or Complimentary? U2.5 What do Christians believe Jesus did to 'save' people? Easter U2.6 For Christians, what kind of king is Jesus?	- Identify some different types of biblical texts, using technical terms accurately - Explain connections between biblical texts and Christian ideas of God, using theological terms - Identify what type of text some Christians say Genesis 1 is, and its purpose - Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations - Explain the place of Incarnation and Messiah within the 'big story' of the Bible - Identify Gospel and prophecy texts, using technical terms - Explain connections between biblical texts, Incarnation and Messiah, using theological terms



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					• Tell stories from the Bible and recognise a link with the concept of 'Gospel' or good news • Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians • Recognise that Jesus gives instructions to people about how to behave • Recognise that Incarnation and Salvation are part of a 'big story' of the Bible • Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people) • Recognise that Jesus gives instructions about how to behave			• Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus • Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people' • Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian • Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live • Offer informed suggestions about what the events of Holy Week mean to Christians • Give examples of what Christians say about the importance of the events of Holy Week • Make clear links between the story of Pentecost and Christian beliefs about the 'kingdom of God' on Earth • Offer informed suggestions about what the events of Pentecost in Acts 2 might mean • Give examples of what Pentecost means to some Christians now			• Identify features of Gospel text (for example, teachings, parable narrative) • Taking account of the context, suggest meanings of Gospel texts studied, and compare the own ideas with ways in which Christians interpret biblical text • Outline the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it • Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms • Suggest meanings for narratives of Jesus' death/resurrection, comparing their ideas with ways in which Christians interpret these texts • Explain connections between biblical texts and the concept of the kingdom of God • Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations
Vocabulary	Respect Special love Special/love Christmas Jesus' birthday Family Courage Special, Love, Christmas, Family	Unique Special Church Bible Jesus God Easter Friendship Celebration New life Baby Welcome Baptism christening Incarnation Christmas Christian Birthday Jesus Wise men Gift Peace Church Temple Mosque		Parable Forgiveness Bible Prayer Christian God Jesus Creation Harvest Christianity Christians Easter Incarnation Salvation Heaven God creation	Gospel Nativity Incarnation Jesus Love Respect Honesty Goal (ambition) Mary Joseph Bible Commandment Christian God Sin Salvation Crucifixion Resurrection Incarnation Tomb Hope Traitor Jesus		Bible Creation Natural Genesis God Christians God World Creator Forgiveness Environment Adam and Eve Earth Lesson 1: Old Testament New Testament Chapter Verse Obedience Noah God Old Testament Wedding ceremony	Reflective Cleansing Baptism Candle Old Testament New Testament Gospel Holy Trinity commitment Confirmation Baptism Journey Commitment Love Ceremonies Christian marriage Vow Pentecost Kingdom of	fairness equality parable persecution disciples oppression poverty outcasts confession praise Holy Trinity incarnation deity manifested vindicated proclaimed Christingle Genesis Psalms worship cathedral Narthex Nave Aisle Towers	Temptation Devil Lord Angel Satan Easter Good Friday Sacrifice Eucharist Sacrifice Salvation sin	



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		Synagogue Cross Alter Pews Pulpit Stained glass windows			Bible Church		Promises Commitment Covenant Agreement Promises Environment Forgiveness Gospels Jesus' Birth Nativity Commandments Golden rule Zakah Desmond Tutu Martin Luther King Jr Mother Teresa Humanist	God Holy spirit Lords Prayer Easter Good Friday Palm Sunday Cross Salvation Gospel Leper Church Community Disciple Samaritan		Porch Transept Crossing Apse Chevette Choir Ambulatory		
Buddhism												
Vocabulary												
Hinduism		Diwall Hindui Diwali Rama Sita Rangoli Diva lamp Hanuman						L2.7 What do Hindus believe God is like? L2.8 What does it mean to be a Hindu in Britain today?	- Identify some Hindu deities and say how they help Hindus describe God - Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God - Offer informed suggestions about what Hindu murtis express about God - Identify the terms 'dharma', 'Sanatan Dharma' and 'Hinduism' and say what they mean - Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (dharma)	U2.7 Why do Hindus want to be good?		- Identify and explain Hindu beliefs, e.g. <i>dharma</i>, <i>karma</i>, <i>samsara</i>, <i>moksha</i>, using technical terms accurately - Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about <i>samsara</i>, <i>moksha</i>, etc.
Vocabulary		Diwali Hinduism Temple Festival of light						Hind Murti Brahman Aum Svetaketu Vishnu Shiva Saravati Lakishmi Parvati Ganesh Krishna Vishnu Durga Rama Sita Atman		Dharma (duty) Samsara (reincarnation) Karma (action) Moksha (liberation from samsara) Caste system Brahman Kama Artha		



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							Religion Hindu and Hinduism, Dharma and Sanatan Dharma, Faith Rituals Puja Diwali, Mendhi and Rangoli patterns Holi Arti, Bhajans and Mandir Murtis Sacred text Bhagavad Gita Temple Offerings Prashad		Karma Atman Moksha Brahman Afterlife Samsara Incarnation Rebirth		
Islam		Quran Muslim Ark Torah scrolls Nir Tamid Mambar Iman Prayer Hall Quran Prayer Mat			1.6 Who is Muslim and how do they live? (PART 1) 1.6 Who is Muslim and how do they live? (PART 2)	- Recognise the words of the <i>Shahadah</i> and that it is very important for Muslims - Identify some of the key Muslim beliefs about God found in the <i>Shahadah</i> and the 99 names, and give a simple description of what some of them mean - Give examples of how stories about the Prophet* show what Muslims believe about Muhammad	L2.9 How do festivals and worship show what matters to a Muslim?	- Identify some beliefs about God in Islam, expressed in Surah 1 - Make clear links between beliefs about God and <i>ibadah</i> (e.g. how God is worth worshiping; how Muslims submit to God)		U2.8 What does it mean to be a Muslim in Britain today?	- Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. <i>Tawhid</i>; Muhammad as the Messenger, Qur'an as the message) - Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; <i>Hajj</i> practices follow example of the Prophet) - Identify and explain Jewish beliefs about God - Give examples of some texts that say what God is like and explain how Jewish people interpret them
Vocabulary		Quran Muslim			Allah Islam Muslim Pillar Shahada Salah Zakat Isah Fajr Asr Maghrib Sawm Hajj Muhammad Prophet		5 pillars Sawm Salah Shahadah Zakah Hajj Surah Salah Wudu Subhah beads Mosque Mosque Imam Minbar Prayer mat Qubba Mihrab Fasting		Akhirah	Islam Mecca Allah Holy Qur'an eternal omniscient omnipotent prophet five pillars Mosque	



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							Eid-ul-fitr Laylat-ul-Qadr Qur'an Ramadan					
Judaism		Arc Monorah Synagogue Latke Festival		1.7 Who is Jewish and how do they live?		- Recognise the words of the Shema as a Jewish prayer - Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah) - Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like	L2.10 How do festivals and family life show what matters to Jewish people?		- Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean - Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people - Offer informed suggestions about the meaning of the Exodus story for Jews today	U2.9 Why is the Torah so important to Jewish people?		
Vocabulary				Judaism Jewish Mezuzah Shabbat Shema God Sukkot Hanukkah	Synagogue Temple Menorah Hanukkah Jewish Shabbat Chanukah Shema		Exodus Moses Jewish Slavery Israel Sedar plate Passover/pesa ch Torah Commandme nts Lepers Mezuzah					
Sikhism												
Vocabulary												
Non- religious worldviews						This refers to the key questions of the religions covered and is not a separate thing.						
Vocabulary											Genesis Big Bang Evolution Cosmology Conflict Complementa ry	



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Thematic- Christianity focus				1.9 How should we care for the world and for others, and why does it matter? What biblical stories suggest you are special or unique? How does God and Jesus teach us to care for the natural world?	1.8 What makes some places sacred to believers? What are the main features of places of worship and how are they used and why?	- Recognise that there are special places where people go to worship, and talk about what people do there - Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean - Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship - Identify a story or text that says something about each person being unique and valuable - Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) - Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world - Recognise that loving others is important in lots of communities - Say simply what Jesus and one other religious leader taught about loving other people	L2.12 How and why do people try to make the world a better place? Consider the concept of sin and why we need to reflect. Explore the lives of inspirational Christians.	L2.11 How and why do people mark the significant events of life? How do Christians show commitment? (Baptism, marriage, ceremony and meaningful journeys)	- Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean - Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today - Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin) - Make links between religious beliefs and teachings and why people try to live and make the world a better place	U2.11 Why do some people believe in God and some people not? What do people believe about God and the impact of this belief on how they live? Reflect on the impact believing in God has on lives of believers. OR U2.10 What matters most to Humanists and Christians? Explore Christian codes for living by exploring texts, such as, the Good Samaritan. Focus on understanding of values.	U2.12 How does faith help people when life gets hard? Identify belief about life after death; look at funerals. Develop an understanding of the bible teachings of the resurrection of the body, judgement by God, Salvation through Jesus, Heaven.	- Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) - Make links with sources of authority that tell people how to be good (e.g. Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God') - Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs - Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from - Give examples of reasons why people do or do not believe in God - Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life - Identify beliefs about life after death in at least two religious traditions, comparing and accounting for similarities and differences
Vocabulary	All vocab from across all religions	All vocab from across all religions		All vocab from across all religions	All vocab from across all religions		All vocab from across all religions	All vocab from across all religions		All vocab from across all religions	All vocab from across all religions	