

Whole School RE Coverage and expected outcomes at Thomas Whitehead Academy

Whole school skills progression.



Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Making sense of beliefs	<p>Re-tell stories, talking about what they say about the world.</p> <p>Being to recognise the word 'Incarnation', as describing the belief the God came to Earth as Jesus.</p> <p>Recognise and retell stories connected with the celebration of Easter.</p> <p>Say why Easter is a special time for Christians.</p> <p>Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God.</p>	<p>Identify what a parable is.</p> <p>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.</p> <p>Give clear, simple accounts of what the story means to Christians.</p> <p>Recognise that stories of Jesus' life come from the gospels.</p> <p>Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.</p> <p>Recognise the words of the Shema as a Jewish prayer</p> <p>Retell simply some stories used in Jewish celebrations (e.g. Hanukkah or Pesach)</p>	<p>Identify a story or text at says something about the beautiful Earth.</p> <p>Give an example of a key belief some people find in one of these stories. (e.g. that God loves the world because it is God's creation)</p> <p>Give a clear simple account of what Genesis 1 tells Christians and Jews about the natural world.</p> <p>Identify at least 3 people from religions who are admired as good followers of God.</p> <p>Describe stories that are told by and about special people in two religions.</p> <p>Identify a belief about a religious leader. Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'Good News'</p>	<p>Identify some beliefs about love, commitment and promises in two religious traditions and describe what they mean.</p> <p>Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and nonreligious people today.</p> <p>Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean.</p> <p>Make clear links between the story of Exodus and Jewish beliefs about God and his relationship with the Jewish people.</p> <p>Offer informed suggestions about the meaning of the Exodus story for Jews today.</p>	<p>Identify and describe how key actions, features and artefacts help people worship in the different religions</p> <p>Explain the meanings of examples of texts that believers use in worship</p> <p>Consider questions about the belief that worship can bring peace, comfort or challenge.</p> <p>Recognise what 'Gospel' is and give an example of the kinds of stories it contains</p> <p>Offer suggestions about what texts about baptism and the Trinity mean. Give examples of what these texts mean to some Christians today.</p>	<p>Identify what type of text some Christians say genesis 1 is, and its purpose.</p> <p>Taking account of the context, suggest what Genesis might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.</p> <p>Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist)</p> <p>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'; Humanists saying people can be 'good without God', and exist without a designer.)</p>	<p>Explain beliefs about the value of religious and cultural diversity in their local town / community.</p> <p>Describe examples of texts which explain why honouring all humans is important in, for example, both Christianity and Islam.</p> <p>Compare their ideas about respect for all with those studied.</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>Explain beliefs and teachings about justice from Christian and Muslim texts.</p>

		<p>Give examples of how the stories used in celebrations (e.g. Shabbat, Pesach) remind Jews about what God is like, talking about beliefs and the Torah.</p> <p>Recognise that incarnation and salvation are a part of a 'big story' of the Bible.</p> <p>Tell stories of Holy week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people)</p> <p>Recognise that Jesus gives instructions about how to behave.</p> <p>Recognise that there are special places where people go to worship, and talk about what people do there.</p> <p>Identify at least 2 objects used in worship in two religions and give a simple account of how they are used and something about what they mean.</p>	<p>Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.</p> <p>Recognise that Jesus instructs people about how to behave.</p> <p>Recognise a special time pupils celebrate and explain simply what celebration means.</p> <p>Identify and name at least three different religious festivals, giving two facts about each one. Identify a belief that connects to a festival e.g. 'they do it because they believe'</p> <p>Identify a belief about God linked to what a holy book says</p> <p>Recognise that sacred texts contain stories which are special to many people and should be treated with respect.</p> <p>Identify at least three symbols of respect used by members of a religion when they use their holy book.</p>	<p>Identify texts which come from Gospel, which tells the story of the life and teaching of Jesus</p> <p>Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'</p> <p>Suggest ideas and then find out about what Jesus' actions towards outcasts mean for Christians.</p> <p>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.</p> <p>Give examples of what Christians say about the importance of Holy week.</p> <p>Identify and describe how festivals from at least three religions are celebrated, using the right words</p>	<p>Identify the terms 'dharma', 'Sanatan Dharma' and 'Hinduism' and say what they mean.</p> <p>Make links between Hindu practices and the idea that Hinduism is a 'whole way of life' (dharma)</p> <p>Identify and describe key Sikh beliefs and values including Waheguru and Sewa.</p> <p>Explain examples of texts such as the Mool Mantar.</p> <p>Consider questions about the belief that all humans are equal to God.</p> <p>Make clear links between the story of Pentecost and Christian beliefs about the 'Kingdom of God' on earth.</p> <p>Offer informed suggestions about what the events of Pentecost in Acts 2 might mean.</p>	<p>Explain beliefs about how inspirational people can bring believers closer to God.</p> <p>Describe examples of texts or quotes which explain what an ideal way of life might be.</p> <p>Compare about different inspiring leaders from different religions.</p> <p>Identify features of Gospel texts (for example, teaching, parable, narrative)</p> <p>Taking account of the context suggest meanings of Gospel texts studied and compare their own ideas with ways which Christians interpret biblical texts.</p> <p>Outline the 'big story' of the Bible, explaining how incarnation and salvation fit within it</p> <p>Explain what Christians mean when they say that Jesus' death was a sacrifice.</p> <p>Define terms, 'theist', 'atheist' and 'agnostic'</p>	<p>Compare their ideas about justice and fairness with those studied in Islam and Christianity.</p> <p>Identify and explain Hindu beliefs, e.g. dharma, karma, samsara and moksha, using technical terms accurately.</p> <p>Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha and dharma.</p> <p>Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g. tawhid; Prophet Muhammad PBUH, as the messenger, the Qur'an as the message)</p> <p>Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur'an guidance on Five Pillars; Hajj practices follow the example of Muhammad PBUH)</p>
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Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding the impact	Say how and when Christians may like to thank their creator. Recall what happens at a traditional Christian festival. Recognise some symbols Christians use during Holy Week, e.g. Palm Leaves, cross, eggs etc.	Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. Give at least 2 examples of ways which Christians show their belief in God as loving and forgiving. (e.g. by saying 'sorry', by seeing God as welcoming them back, by forgiving others.)	Give an example of how people can show that they care for the Earth, making a link to a creation story Give examples of how Christians and Jews can show care for the Earth. Say why Christians and Jews might look after the natural world. Understand why some people inspire others.	Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean. Identify some differences in how people celebrate commitment (e.g. different practices of marriage, Christian baptism)	Make simple connections between sacred texts and the ways believers worship today. Describe how people show devotion in different religions. Describe how Hindus show their faith within their families in Britain today (e.g. home puja)	Make clear connections between genesis 1 and Christian belief about God as a creator. Show understanding of why many Christians find Science and faith go together. Make clear connections between Christians and Humanist ideas about being good and how people live.	Make clear connections between belief in the 'Golden Rule' and the needs of a mixed community. Give examples of the impact of interfaith work in their community. Show how Christians put their beliefs into practice in worship.

	<p>Talk about some ways Christians remember these stories at Easter.</p> <p>Recall what happens at a traditional Christian infant baptism and dedication.</p> <p>Recall simply what happens when a baby is welcomed into a religion other than Christianity.</p> <p>Recognise that some religious people have places which have special meaning for them.</p> <p>Talk about the things that are special and valued in a place of worship</p>	<p>Give an example of how Christians put their beliefs into practice in worship (e.g. by saying, 'sorry' to God.)</p> <p>Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Hanukkah, Pesach)</p> <p>Make links between Jewish ideas of God found in the stories of the Torah and how people live.</p> <p>Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)</p> <p>Give at least 3 examples of how Christians' show their beliefs about Jesus' death and resurrection in church worship at Easter</p> <p>Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe.</p>	<p>Identify the characteristics in inspiring people in religions, local leaders and people who influence the pupils themselves.</p> <p>Give simple examples of inspiration, for example, 'Moses / Jesus / Muhammad inspired people to ... by/...'</p> <p>Give at least 2 examples of ways in which Christians follow the teachings studied about forgiveness and peace and bringing good news to the friendless</p> <p>Give at least 2 examples of how Christians put these beliefs into practice in the Church community and their own lives. (for example, charity, confession)</p> <p>Give simple examples of the ways a festival makes a difference, e/g/ to emotions, to families.</p>	<p>Make simple links between beliefs about love and commitment and how people in at least two religious traditions live (e.g. through celebrating forgiveness, salvation and freedom at festivals)</p> <p>Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals)</p> <p>Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities.</p> <p>Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways.</p> <p>Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities.</p>	<p>Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live.</p> <p>Describe how Hindus show their faith within their faith communities in Britain today (e.g. arti and bhajans at the mandir; in festivals such as Diwali.)</p> <p>Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India)</p> <p>Make simple connections between sacred texts and practice, e.g. in provision of food and care for those 'left out'</p> <p>Describe how people show their Sikh identity in dress, behaviour and values.</p> <p>Describe how Christians show their beliefs about the Holy Spirit in worship.</p>	<p>Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.</p> <p>Make clear connections between belief about living a good life and the leaders they study.</p> <p>Give examples of the impact of faith on life.</p> <p>Explain differences between leaders from different religions.</p> <p>Make clear connections between Gospel texts, Jesus' 'good news' and how Christians live in the Christian community and in their individual lives.</p> <p>Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion / the Lord's Supper</p> <p>Show how Christians put their beliefs into practice in different ways.</p>	<p>Make clear connections between Bible texts studied and what Christians believe about God, for example through how cathedrals are designed.</p> <p>Make clear connections between belief about justice from sacred texts and the actions of a modern religiously based charity.</p> <p>Describe clearly examples of the impact of charitable work in the world today.</p> <p>Explain some differences between two charities.</p> <p>Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live</p> <p>Connect the four Hindi aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc</p>
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<p>Making connections</p>	<p>Talk about things they find interesting, puzzling or wonderful and also their own experiences and feelings about the world.</p> <p>Think about the wonders of the natural world, expressing ideas and feelings.</p> <p>Talk about ideas of new life in nature.</p> <p>Talk about what people do to mess up the world and what they do to look after it.</p> <p>Talk about people who are special to them.</p> <p>Say what makes their families and friends special to them.</p> <p>Make connections with personal experiences.</p> <p>Share and record occasions when things happened in their lives and that made them feel special.</p>	<p>Think, talk and ask questions about Christmas for people who are Christians and for people who are not</p> <p>Decide what they personally have to be thankful for, giving a reason for their ideas.</p> <p>Think, talk and ask questions about whether they can learn anything from the story from themselves, exploring different ideas.</p> <p>Give reasons for the ideas they have and the connections they make.</p> <p>Ask questions about what Jewish people celebrate and why.</p> <p>Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people.</p> <p>Give a good reason for their ideas about whether any of these things are good for them too.</p>	<p>Think, talk and ask questions about what difference believing in God makes to how people treat the natural world.</p> <p>Give good reasons why everyone (religious and non-religious) should look after the natural world.</p> <p>Think, talk and ask good questions about leadership and inspiration.</p> <p>Notice and find out about the different ways leaders are admired in different religions.</p> <p>Talk about links between the work and the question: who inspires me?</p> <p>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 about how to live, giving good reason for their ideas.</p>	<p>Raise questions and suggest answers about whether it is good for everyone to see life as a journey, and to mark milestones</p> <p>Make links between ideas of love, commitment and promises in religious and non-religious ceremonies.</p> <p>Give good reasons why they think ceremonies of commitment are or not valuable today.</p> <p>Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future.</p> <p>Make links with the value or personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupil's own lives and giving good reasons for their ideas.</p>	<p>Raise questions about why believers value worship.</p> <p>Express their own ideas about the meaning and value of worship.</p> <p>Give good reasons for their views about worship and prayer.</p> <p>Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like.</p> <p>Raise questions and suggest answers about what is a good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.</p> <p>Raise questions about what it means to live a good life and examine Sikh answers.</p>	<p>Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.</p> <p>Weigh up how far the Genesis 1 creation narrative is in conflict, or it complementary, with a scientific account, giving good reasons for their views.</p> <p>Raise questions about the concept of 'inspirational people' suggest good answers</p> <p>Explain the importance of role models from different religions</p> <p>Express their own response to the inspiring lives they have studied.</p> <p>Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including in their own lives.</p>	<p>Raise questions about how we can be a more tolerant and respectful community, suggesting answers.</p> <p>Explain the importance of tolerance, respect and liberty for all in making a community that is harmonious.</p> <p>Give good reasons for their views about harmony in our communities.</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>Raise questions about charity, justice and the impact of religion and belief, suggesting answers.</p> <p>Explain the importance of the idea that God love justice and is just to Muslims and Christians.</p> <p>Express their own ideas about justice.</p>

	<p>Talk about somewhere that is special to themselves, and why.</p> <p>Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church.</p> <p>Express a personal response to the natural world.</p>	<p>Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.</p> <p>Think, talk and ask good questions about what happens in a Church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas.</p> <p>Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.</p>	<p>Think, talk and ask good questions about big days in different religions.</p> <p>Talk about links between how people celebrate today and old stories</p> <p>Notice and find out about simple similarities; special or sacred foods, music, stories, gatherings prayers or gifts.</p> <p>Talk about what they like in the stories from sacred texts that they hear</p> <p>Think, talk and ask good questions about messages within sacred texts and the values, behaviour and attitudes of people</p> <p>Suggest feelings and reactions of characters at key points in faith stories, and suggest meanings in the stories.</p> <p>Ask and suggest answers to questions arising from their learning about holy books.</p> <p>Give good reasons why everyone (religious and non-religious) should care for others</p>	<p>Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.</p> <p>Raise thoughtful questions and suggest some answers about why Christians call the day Jesus dies 'Good Friday', giving good reasons for their suggestions.</p> <p>Raise questions about what is worth celebrating and why, suggesting answer of their own with reasons.</p> <p>Make links between different religions, which all celebrate the triumph of goodness over evil.</p> <p>Raise questions about what is worth celebrating and why, suggesting answers of their own with reasons.</p> <p>Make links between different religions, which all celebrate the triumph of goodness over evil.</p>	<p>Make links between their own ideas and values and those held dear in Sikh communities.</p> <p>Give good reasons for their views about the importance of values such as equality, community, tradition and respect.</p> <p>Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas.</p> <p>Raise questions and suggest answers about why the world is not always a good place, and the best ways of making it better.</p> <p>Make links between some commands for living from religious traditions, non-religious world views and pupil's own ideas.</p> <p>Express their own ideas about the best ways to make their world a better place, making links with religious ideas studied, giving good reasons for their views.</p>	<p>Articulate their own responses to the issues studied, recognising different points of view.</p> <p>Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.</p> <p>Articulate their own responses to the idea of sacrifice, recognising different points of view.</p> <p>Reflect on and articulate some ways in which believing God is valuable in the lives of believers, and ways it can be challenging.</p> <p>Consider and weigh up different views on them, agnosticism and atheism, expressing insights of their own about why people believe in God or not.</p> <p>Make connections between belief and behaviour in their own lives, in the light of their learning.</p>	<p>Make connections between Hindu beliefs studied (e.g. karma and dharma) and explain how and why they are important to Hindus.</p> <p>Reflect on and articulate what impact belief in karma and dharma might have in individuals and the world, recognising different points of view.</p> <p>Make connections between Muslims beliefs studied and Muslim ways of living in Britain / Bedfordshire today.</p> <p>Consider and weigh up the value of, e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today, and articulate responses on how far they are valuable to people who are not Muslims.</p> <p>Reflect and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.</p>
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