

## Hendal Primary School Curriculum Progression Ladder – Religious Education

| Religious Education Knowledge and Skills                    | Year 1  | Year 2   | Year 3  | Year 4   | Year 5   | Year 6  |
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| <b>What does it mean to belong to a faith or community?</b> | <p>Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers.</p> <p>Give an account of what happens at a traditional Christian infant baptism/dedication and suggest what the actions and symbols mean.</p> <p>Identify two ways people show they belong to each other when they get married.</p> <p>Respond to examples of co-operation between different people.</p> <p>Explain how believers express their identity and</p> | <p>Identify some ways Christians celebrate Christmas/Easter/Pentecost and some ways a festival is celebrated in another religion.</p> <p>Suggest reasons for symbols and actions in religions.</p> | <p>Describe some examples of what Christians do to their faith, and make connections with some Christian beliefs and teachings.</p> <p>Describe some ways in which Christian express their faith through hymns and modern worship songs.</p> <p>Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reason why it may be</p> | <p>Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life.</p> <p>Describe some ways in which Hindus express their faith through puja, aarti and bhajans.</p> <p>Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it</p> | <p>Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad.</p> <p>Describe and reflect on the significance of the Holy Qur’ran to Muslims.</p> <p>Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils.</p> | <p>Make connections between beliefs and behaviour in different religions.</p> <p>Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions.</p> <p>Outline the challenges of being Hindu, Christian or Muslim in Britain today.</p> <p>Consider similarities and differences between beliefs</p> |

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|  | <p>belonging within faith communities.</p> |  | <p>hard sometimes.</p> <p>Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.</p> <p>Explain why Christians believe why God needs to rescue them.</p> | <p>might be hard sometimes.</p> <p>Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.</p> <p>Making connections to religious duties.</p> | <p>Make connections between the key functions of the mosque and the beliefs of Muslims.</p> <p>Links to previous year groups of other religions living in Britain.</p> | <p>and behaviour in different faiths.</p> <p>Explain differences in belief. E.g. karma and heaven.</p> |
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| <b>How and why do we celebrate special and sacred times?</b> | <p>Identify some ways Christians celebrate Christmas and some ways a festival is celebrated in another religion.</p> <p>Retell stories connected with Christmas/Easter/Harvest and a festival in another religion and say why these are important to believers.</p> <p>Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion.</p> <p>Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and</p> | <p>Identify some ways Christians celebrate Christmas and some ways a festival is celebrated in another religion.</p> <p>Retell stories connected with Christmas/Easter/Harvest and a festival in another religion and say why these are important to believers.</p> <p>Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion.</p> <p>Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers.</p> <p>Identify similarities and differences between</p> | <p>Make connections between stories, symbols and beliefs with what happens in at least two festivals.</p> <p>Ask questions and give ideas about what matters most to believers in festivals.</p> <p>Identify similarities and differences in the way festivals are celebrated within and between religions.</p> | <p>Make connections between stories, symbols and beliefs with what happens in at least two festivals.</p> <p>Ask questions and give ideas about what matters most to believers in festivals.</p> <p>Identify similarities and differences in the way festivals are celebrated within and between religions.</p> <p>Children can explain</p> | <p>Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad.</p> <p>Links to previous year groups of other religions living in Britain.</p> | <p>Describe and make connections between examples of religious creativity.</p> <p>Consider similarities and differences between beliefs and behaviour in different faiths.</p> <p>Share opinions on what they think matters most to human beings.</p> |

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|  | <p>say why they matter to believers.</p> <p>Find similarities and differences between different celebrations and sacred times.</p> | <p>different celebrations studies.</p> |  | <p>similarities between religious traditions, values and ideas pupils have been taught previously.</p> <p>Present their own ideas about religions and beliefs.</p> |  |  |
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| Religious Education Knowledge and Skills | Year 1  | Year 2 | Year 3 | Year 4 | Year 5  | Year 6  |
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| <b>Islam</b>                             | <p>Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah.</p> <p>Re- tell a story about the life of the Prophet Muhammad.</p> <p>Recognise some objects used by Muslims and suggest why they are important.</p> <p>Identity some ways Muslims mark Ramadan and celebrate Eid-ul-fitr and how this might make them feel.</p> <p>Make links between the holy</p> |        |        |        | <p>Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad.</p> <p>Describe and reflect on the significance of the Holy Qur’ran to Muslims.</p> <p>Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils.</p> <p>Make connections between the key functions of the</p> | <p>Make connections between beliefs and behaviour in different religions.</p> <p>Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions.</p> <p>Outline the challenges of being Hindu, Christian or Muslim in Britain today.</p> <p>Explain differences in belief. E.g. karma and heaven.</p> |

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|  | Quran and how Muslims live. |  |  |  | mosque and the beliefs of Muslims.<br><br>Links to previous year groups of other religions living in Britain. |  |
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| <b>What makes some places sacred?</b>    | <p>Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used.</p> <p>Talk about ways in which stories, objects, symbols and actions used in churches, mosques and or synagogues show way they believe.</p> <p>Show that they are aware that some people worship God in different ways.</p> |        | Describe the practice of prayer in the religions studied. | <p>Describe some ways in which Hindus express their faith through puja, aarti and bhajans.</p> <p>Visit to Temple.</p> |        | <p>Describe and make connections between examples of religious creativity. Show understanding of the value of sacred buildings and art. Suggest reasons why some believers see generosity and charity as more important than buildings and art. Apply ideas about values and from scriptures to the title of the question. Explain how and why some humanists disagree with religions spending so much on buildings and art work.</p> |

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| <b>How can we learn from sacred books?</b> |        | <p>Recognise that sacred texts contain stories which are special to many people and should be treated with respect.</p> <p>Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories.</p> <p>Ask and suggest answers to questions arising from stories Jesus told and from another religion.</p> <p>Talk about issues of good and bad, right and wrong arising from stories.</p> | <p>Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation</p> <p>Give examples of how and suggest reasons why Christians use the Bible today.</p> <p>Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression.</p> <p>Discuss their own and others' ideas about why humans do bad things and how people try to put things right.</p> | <p>Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions.</p> <p>Make connections between stories of temptations and why people can find it difficult to be good.</p> <p>Give examples of ways in which some inspirational people have been guided by their religion.</p> <p>Make connections between stories, symbols and beliefs with what happens in at least two festivals.</p> | <p>Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad.</p> <p>Describe and reflect on the significance of the Holy Qur'an to Muslims.</p> <p>Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils.</p> <p>Make connections between the key functions of the</p> |        |



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|  |  | <p>Suggest their own ideas about sacred texts.</p> <p>Make links between the sacred messages in texts.</p> | <p>Present their own ideas about religions and beliefs and link it to their own life.</p> | <p>Making connections to religious duties.</p> <p>Present their own ideas about religions and beliefs.</p> | <p>mosque and the beliefs of Muslims.</p> |  |
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| <b>How could we care for others and the world?</b> |        | <p>RE-tell stories and bible stories about caring for others and the world.</p> <p>Identify ways that some people make a response to God by caring for others and the world.</p> <p>Talk about some texts from different religions that promote the golden rule, and think about what would happen if more people followed that idea.</p> <p>Make links with how believers put their beliefs about others and the world into action, making links with religious stories.</p> |        | <p>Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions.</p> <p>Make connections between stories of temptations and why people can find it difficult to be good.</p> <p>Give examples of ways in which some inspirational people have been guided by their religion.</p> <p>Discuss their own and others' ideas about how people decide right and wrong.</p> | <p>Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live.</p> <p>Explain the impact of Jesus' example and teachings might have on Christians today.</p> <p>Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today.</p> <p>Explain challenges of following Jesus.</p> | <p>Describe what Christians mean about humans being made in the image of God and being 'fallen,' giving examples.</p> <p>Describe some Christian and Humanist values simply.</p> <p>Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied.</p> <p>Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering</p> |

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|  |  |  |  | <p>Making connections to religious duties.</p> <p>Present their own ideas about religions and beliefs.</p> |  | <p>different points of view.</p> <p>Share opinions on what they think matters most to human beings.</p> |
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| <b>Christianity</b>                      | <p>Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers.</p> <p>Give an account of what happens at a traditional Christian infant baptism/dedication and suggest what the actions and symbols mean.</p> <p>Identify two ways people show they belong to each</p> | <p>Identify some ways Christians celebrate Christmas/Easter/Pentecost and some ways a festival is celebrated in another religion.</p> <p>Retell stories connected with Christmas/Easter/Harvest and a festival in another religion and say why these are important to believers.</p> <p>Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion.</p> <p>Make links with how believers put their beliefs about others and the world into action, making links with religious stories.</p> | <p>Describe some examples of what Christians do to their faith, and make connections with some Christian beliefs and teachings.</p> <p>Describe some ways in which Christian express their faith through hymns and modern worship songs.</p> <p>Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reason why it may be hard sometimes.</p> | <p>Make connections between some of Jesus’ teachings and the way Christians live today.</p> <p>Describe how Christians celebrate Holy week and Easter Sunday.</p> <p>Identify the most important parts of Easter for Christians and say why they are important.</p> <p>Give some definitions of some key Christian terms. E.g. gospel</p> | <p>Outline Jesus’ teaching on how his followers should live</p> <p>Offer interpretations of two of Jesus’ parables and say what they might teach Christians about how to live.</p> <p>Explain the impact of Jesus’ example and teachings might have on Christians today.</p> <p>Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today.</p> | <p>Describe what Christians mean about humans being made in the image of God and being ‘fallen,’ giving examples.</p> <p>Describe some Christian and Humanist values simply.</p> <p>Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied.</p> <p>Suggest reasons why it might be helpful to follow</p> |

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|  | <p>other when they get married.</p> <p>Respond to examples of co-operation between different people.</p> <p>Explain how believers express their identity and belonging within faith communities.</p> |  | <p>Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.</p> <p>Explain different ways that Christians and another religion worship.</p> <p>Explaining difference and similarities between prayers and beliefs on God.</p> | <p>incarnation, salvation.</p> <p>Making links to their own experiences and sharing opinions.</p> | <p>Explain challenges of following Jesus.</p> <p>Explain links between Jesus' death and believers love for him.</p> <p>Answer the question to the topic.</p> | <p>a moral code and why it might be difficult, offering different points of view.</p> <p>Explain differences in belief. E.g. karma and heaven.</p> |
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|--|---|--------|---|--------|---|---|
| <b>Why do people pray?</b>               | Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used. |        | <p>Describe the practice of prayer in the religions studied.</p> <p>Make connections between what people believe about prayer and what they do when they pray.</p> <p>Describe ways in which prayer can comfort and challenge believers.</p> <p>Describe and comment on similarities and different between how Christians, Muslims and Hindus pray.</p> |        | <p>Make connections between how believers feel about places of worship in different traditions.</p> <p>Select and describe the most important functions of a place of worship for the community.</p> <p>Give examples of how places of worship support believers in difficult times, explaining why this matters to believers.</p> <p>Present ideas about the importance of</p> | <p>Make connections between beliefs and behaviour in different religions.</p> <p>Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions.</p> <p>Outline the challenges of being Hindu, Christian or Muslim in Britain today.</p> <p>Consider similarities and differences between beliefs</p> |

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|  |  |  | Consider prayer in the life of people today. |  | people in a place of worship, rather than the place itself.<br><br>Comment thoughtfully on the value and purposefulness of places of worship. | and behaviour in different faiths.<br><br>Explain differences in belief. E.g. karma and heaven. |
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| <b>Judaism</b>                           |        | <p>Talk about how the mezuzah in the home reminds people about God.</p> <p>Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat.</p> <p>Re-tell a story that shows what Jewish people at the festival of Chanukkah might think about God</p> <p>Make links between the Torah and how Jewish people live.</p> |        | <p>Make connections between stories, symbols and beliefs with what happens in at least two festivals.</p> <p>Ask questions and give ideas about what matters most to believers in festivals.</p> <p>Identify similarities and differences in the way festivals are celebrated within and between religions.</p> <p>Making links to their own experiences and sharing opinions.</p> |        | <p>Describe and make connections between examples of religious creativity.</p> <p>Show understanding of the value of sacred buildings and art.</p> <p>Suggest reasons why some believers see generosity and charity as more important than buildings and art.</p> <p>Apply ideas about values and from scriptures to the title of the question.</p> <p>Explain differences in belief. E.g. karma and heaven</p> |



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| <b>Beliefs on God</b>                    |        | <p>Talk about how the mezuzah in the home reminds people about God.</p> <p>Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat.</p> <p>Re-tell a story that shows what Jewish people at the festival of Chanukkah might think about God</p> <p>Generate their own questions about God.</p> | <p>Describe some of the ways in which Christians, Hindus and/or Muslims describe God.</p> <p>Ask questions and suggest some ideas about God.</p> <p>Suggest why having faith or belief in something can be hard.</p> <p>Identify how and say why it makes a difference in people's lives to believe in God.</p> <p>Explain different ways that Christians and another religion worship.</p> | <p>Make connections between some of Jesus' teachings and the way Christians live today.</p> <p>Describe how Christians celebrate Holy week and Easter Sunday.</p> <p>Identify the most important parts of Easter for Christians and say why they are important.</p> <p>Give some definitions of some key Christian terms. E.g. gospel incarnation, salvation.</p> | <p>Outline Jesus' teaching on how his followers should live</p> <p>Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live.</p> <p>Explain the impact of Jesus' example and teachings might have on Christians today.</p> <p>Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today.</p> | <p>Describe what Christians mean about humans being made in the image of God and being 'fallen,' giving examples.</p> <p>Describe some Christian and Humanist values simply.</p> <p>Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied.</p> <p>Suggest reasons why it might be helpful to follow a moral code and why it might be</p> |

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|  |  |  | <p>Explaining difference and similarities between prayers and beliefs on God.</p> | <p>Making links to their own experiences and sharing opinions.</p> <p>Making connections to religious duties.</p> | <p>Outline clearly a Christian understanding of what God is like, using examples and evidence.</p> <p>Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging.</p> <p>Express thoughtful ideas about the impact of believing or not believing in God on someone's life.</p> <p>Present different views on why people believe in God or not, including their own ideas.</p> <p>Make connections between how believers feel about</p> | <p>difficult, offering different points of view.</p> <p>Make connections between beliefs and behaviour in different religions.</p> <p>Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions.</p> <p>Outline the challenges of being Hindu, Christian or Muslim in Britain today.</p> <p>Consider similarities and differences between beliefs and behaviour in different faiths.</p> <p>Share opinions on what they think</p> |
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|  |  |  |  |  | <p>places of worship in different traditions.</p> <p>Select and describe the most important functions of a place of worship for the community.</p> <p>Give examples of how places of worship support believers in difficult times, explaining why this matters to believers.</p> <p>Present ideas about the importance of people in a place of worship, rather than the place itself.</p> <p>Explore what atheist, agnostics and theists think about God, expressing their own ideas.</p> | <p>matters most to human beings.</p> |
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|  |  |  |  |  | <p>Outline why places of worship fulfil functions of worshippers.</p> <p>Explain why some people might disagree with opinions on God.</p> |  |
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| <b>Festivals</b>                         | <p>Identify some ways Christians celebrate Christmas and some ways a festival is celebrated in another religion.</p> <p>Retell stories connected with Christmas/Easter/Harvest and a festival in another religion and say why these are important to believers.</p> <p>Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion.</p> <p>Collect examples of what people do, give, sing, remember or think about</p> | <p>Identify some ways Christians celebrate Christmas and some ways a festival is celebrated in another religion.</p> <p>Retell stories connected with Christmas/Easter/Harvest and a festival in another religion and say why these are important to believers.</p> <p>Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion.</p> <p>Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and</p> | <p>Make connections between stories, symbols and beliefs with what happens in at least two festivals.</p> <p>Ask questions and give ideas about what matters most to believers in festivals.</p> <p>Identify similarities and differences in the way festivals are celebrated within and between religions.</p> <p>Explain why and how religious traditions and</p> | <p>Make connections between stories, symbols and beliefs with what happens in at least two festivals.</p> <p>Ask questions and give ideas about what matters most to believers in festivals.</p> <p>Identify similarities and differences in the way festivals are celebrated within and between religions.</p> <p>Children can explain similarities</p> |        |        |

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|  | <p>at the religious celebrations studied, and say why they matter to believers.</p> <p>Explain how believers express their identity and belonging within faith communities.</p> | <p>say why they matter to believers.</p> <p>Make links with how believers put their beliefs about others and the world into action, making links with religious stories.</p> | <p>festivals are important to religions.</p> | <p>between religious traditions, values and ideas pupils have been taught previously.</p> <p>Explain why and how religious traditions and festivals are important to religions.</p> |  |  |
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| <b>Hinduism</b>                          |        |        | <p>Describe the practice of prayer in the religions studied.</p> <p>Make connections between what people believe about prayer and what they do when they pray.</p> <p>Describe ways in which prayer can comfort and challenge believers.</p> <p>Describe and comment on similarities and different between how Christians, Muslims and Hindus pray.</p> <p>Explaining difference and similarities</p> | <p>Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life.</p> <p>Describe some ways in which Hindus express their faith through puja, aarti and bhajans.</p> <p>Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes.</p> |        | <p>Make connections between beliefs and behaviour in different religions.</p> <p>Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions.</p> <p>Outline the challenges of being Hindu, Christian or Muslim in Britain today.</p> <p>Consider similarities and differences between beliefs and behaviour in different faiths.</p> |

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|  |  |  | <p>between prayers and beliefs on God.</p> | <p>Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.</p> <p>Children can explain similarities between religious traditions, values and ideas pupils have been taught previously.</p> |  | <p>Explain differences in belief. E.g. karma and heaven.</p> |
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| <b>What can religions teach us about right and wrong?</b> |        | <p>Ask and suggest answers to questions arising from stories Jesus told and from another religion.</p> <p>Talk about issues of good and bad, right and wrong arising from stories.</p> |        | <p>Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions.</p> <p>Make connections between stories of temptations and why people can find it difficult to be good.</p> <p>Give examples of ways in which some inspirational people have been guided by their religion.</p> <p>Discuss their own and others' ideas about how people</p> | <p>Outline Jesus' teaching on how his followers should live</p> <p>Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live.</p> <p>Explain the impact of Jesus' example and teachings might have on Christians today.</p> <p>Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today.</p> | <p>Make connections between beliefs and behaviour in different religions.</p> <p>Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions.</p> <p>Outline the challenges of being Hindu, Christian or Muslim in Britain today.</p> <p>Consider similarities and differences between beliefs and behaviour in different faiths.</p> |

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|  |  |  |  | <p>decide right and wrong.</p> <p>Making links to their own experiences and sharing opinions.</p> |  | <p>Share opinions on what they think matters most to human beings.</p> |
|--|--|--|--|---|--|--|

## Hendal Primary School Curriculum Progression Ladder – Religious Education

| Religious Education Knowledge and Skills                                   | Year 1   | Year 2 | Year 3 | Year 4   | Year 5 | Year 6  |
|--|--|--------|--------|--|--------|---|
| <p><b>Is it better to express your beliefs in art or architecture?</b></p> | <p>Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used.</p> <p>Talk about ways in which stories, objects, symbols and actions used in churches, mosques and or synagogues show way they believe.</p> <p>Visit to Mandir</p> |        |        | <p>Visit to Hindu Temple.</p> <p>Making links to their own experiences and sharing opinions.</p> |        | <p>Describe and make connections between examples of religious creativity.</p> <p>Show understanding of the value of sacred buildings and art.</p> <p>Suggest reasons why some believers see generosity and charity as more important than buildings and art.</p> <p>Apply ideas about values and from scriptures to the title of the question.</p> |

## Hendal Primary School Curriculum Progression Ladder – Religious Education

| Religious Education Knowledge and Skills | Year 1 | Year 2 | Year 3 | Year 4  | Year 5  | Year 6  |
|--|--------|--------|--------|---|---|---|
| Humanism                                 |        |        |        | <p>Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions.</p> <p>Make connections between stories of temptations and why people can find it difficult to be good.</p> <p>Give examples of ways in which some inspirational people have been guided by their religion.</p> <p>Discuss their own and others' ideas about how people decide right and wrong.</p> | <p>Express thoughtful ideas about the impact of believing or not believing in God on someone's life.</p> <p>Present different views on why people believe in God or not, including their own ideas.</p> | <p>Describe what Christians mean about humans being made in the image of God and being 'fallen,' giving examples.</p> <p>Describe some Christian and Humanist values simply.</p> <p>Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied.</p> <p>Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering</p> |

## Hendal Primary School Curriculum Progression Ladder – Religious Education

|  |  |  |  |   |  |   |
|--|--|--|--|---|--|---|
|  |  |  |  | Making links to their own experiences and sharing opinions. |  | <p>different points of view.</p> <p>Explain how and why some humanists disagree with religions spending so much on buildings and art work.</p> <p>Explain similarities between Christian and Humanist values.</p> |
|--|--|--|--|---|--|---|