



Making Sense of Beliefs RE Progression

Year B U2.12 How does faith help when life gets hard?

- Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement)
- Give examples of ways in which beliefs about resurrection/judgement/heaven/karma/reincarnation make a difference to how someone lives

Year B U2.6 For Christians, what kind of king is Jesus?

- Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice
- Show how Christians put their beliefs into practice in different ways

Year B U2.5 What Do Christians believe Jesus did to 'save people'?

- make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper
- Show how Christians put their beliefs into practice in different ways

Year B U2.11 Why do some people believe in God and some do not?

- Make clear connections between what people believe about God and the impact of this belief on how they live
- Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis)

Year 5/6 Summer

Year B U2.4 How do Christians decide how to live?

- Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives

Year B U2.9 Why is the Torah so important to Jewish people?

- Make clear connections between Jewish beliefs about the Torah and how they use and treat it
- Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws)
- Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice)

Year A U2.10 What matters most to humanists and Christians?

- 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')

Year A U2.3 Why do Christians believe God is the messiah?

- Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas
- Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible

Year B U2.8 What does it mean to be Muslim in Britain today?

- Make clear connections between Muslim beliefs and ibadah (e.g. Five Pillars, festivals, mosques, art)
- Give evidence and examples to show how Muslims put their beliefs into practice in different ways

Year 5/6 Spring

Year B U2.2 Creation and science: conflicting or complementary?

- Make clear connections between Genesis 1 and Christian belief about God as Creator
- Show understanding of why many Christians find science and faith go together

Year A U2.1 What does it mean if Christians believe God is Holy and loving?

- Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed
- Show how Christians put their beliefs into practice in worship

Year 5/6 Autumn

Year B U2.7 Why do Hindu's want to be good?

- Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live
- Connect the four Hindu aims of life and the four stages of life with beliefs about dharma, karma, moksha, etc.
- Give evidence and examples to show how Hindus put their beliefs into practice in different ways