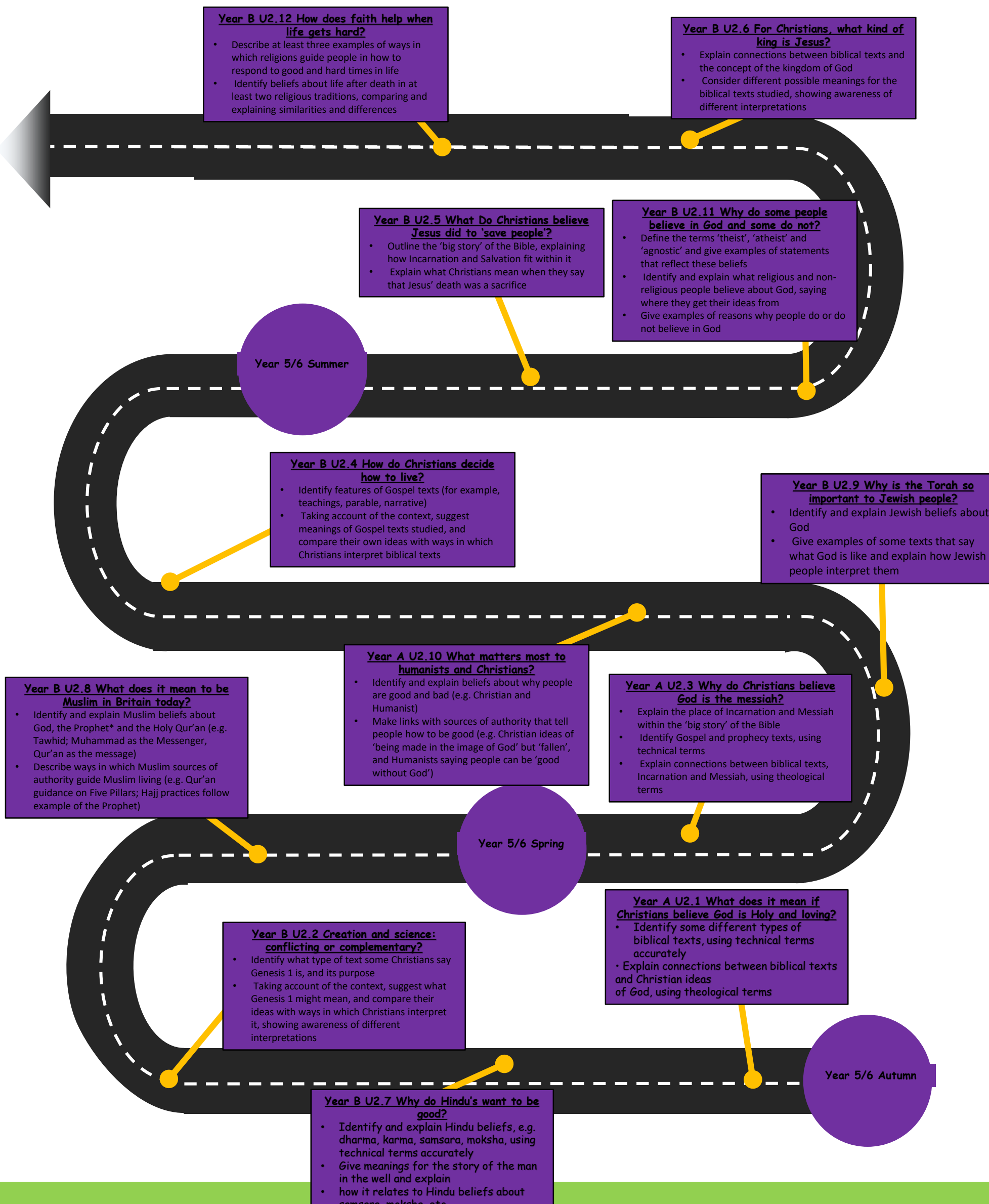




Making Sense of Beliefs RE Progression



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

- 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 explaining similarities and differences

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

- 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

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

- Outline 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

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

- 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

Year 5/6 Summer

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

- Identify features of Gospel texts (for example, teachings, parable, narrative)
- Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts

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

- 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

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?

- 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

Year 5/6 Spring

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

- Identify and explain Muslim beliefs about God, the Prophet* and the Holy Qur'an (e.g. Tawhid; 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; Hajj practices follow example of the Prophet)

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

- 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

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

- Identify some different types of biblical texts, using technical terms accurately
- Explain connections between biblical texts and Christian ideas of God, using theological terms

Year 5/6 Autumn

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

- Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately
- Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about samsara, moksha, etc.