

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 A U2.6 For Christians, what kind of

- Relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today
- Articulate their own responses to the idea of the importance of love and service in the world today

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

- Weigh up the value and impact of ideas of sacrifice in their own lives and the world today
- Articulate their own responses to the idea of sacrifice, recognising different points of view

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

- Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging
- Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not
- Make connections between belief and behaviour in their own lives, in the light of

Year 5/6 Summer

Year B U2.10 What matters most to <u>humanists</u> and Christians?

- Raise important questions and suggest answers about how and why people should be
 - Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their

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

- Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives
- Articulate their own responses to the issues studied, recognising different points of view.

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

- Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today
- Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish.

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

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- Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Cornwall today
- Consider and weigh up the value of e.g. submission, obedience, generosity, selfcontrol and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims
- Reflect on and articulate what it is like to be a Muslim in Britain today, giving good

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

Weigh up how far the idea of Jesus as the 'Messiah' – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers

Year 5/6 Spring

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

- Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses
- Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their

Christians believe God is Holy and loving?

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.

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

- Make connections between Hindu beliefs studied (e.g. karma and dharma), and explain how and why they are important to Hindus •
- Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view.

Year 5/6 Autumn