

ALL SAINTS UPTON PROGRESSION GRID – R.E.

SKILLS		Beliefs and Values (B & V)	Living Religious Traditions (LRT)	Shared Human Experiences (SHE)	Search for Personal Meaning (SPM)
		knowing about and understanding religions and worldviews		communicating ideas related to religions and worldviews	
YEAR 4 How should we live our lives?		<ul style="list-style-type: none"> describe what a believer might learn from a religious teaching/story make links between ideas about morality and sources of authority 	<ul style="list-style-type: none"> describe the impact religion has on believers' lives explain the deeper meaning and symbolism for specific religious practices 	<ul style="list-style-type: none"> consider the range of beliefs, values and lifestyles that exist in society discuss how people make decisions about how to live their lives 	<ul style="list-style-type: none"> reflect on their own personal sources of wisdom and authority
content (Christianity)	Church	<ul style="list-style-type: none"> retell some of the main parables of Jesus explain how and why these might be an important source of guidance for Christians suggest ways that Christians might put these teachings into action in the 21st century 	<ul style="list-style-type: none"> describe and explain (with examples) Christian attitudes about how to treat others explain the importance of love for all (agape) as part of Christian life, and the ways that this might be expressed 	<ul style="list-style-type: none"> explain (with examples) how and why people might use stories to pass on wisdom and guidance discuss how and why fables might be an important aspect of human history and culture 	<ul style="list-style-type: none"> discuss examples of wisdom and guidance that they have learnt from stories consider what messages/words of wisdom they would want to pass on to future generations – and how they would do this
	Jesus	<ul style="list-style-type: none"> retell the story of Jesus in the wilderness identify Christian beliefs about Jesus reflected in this story suggest why sacrifice might be an important Christian value (linked to beliefs and teachings about Jesus) 	<ul style="list-style-type: none"> describe what a Christian might do during Lent and why explain what is meant by sacrificial love – agapé – and give examples of how Christians might do this Discuss Christians who have been examples of sacrificial love (eg. Martin Luther King, Oscar Romero) and how they were motivated by their faith 	<ul style="list-style-type: none"> consider differing attitudes and responses to the concept of sacrifice (both positive and negative) discuss why many people are willing to make sacrifices for the people they love discuss why some people may be willing to make a sacrifice for someone they don't even know 	<ul style="list-style-type: none"> give examples of acts of sacrifice that have been done by or for them discuss who or what they would be prepared to make sacrifices for consider the value of sacrifice – as an expression of love and commitment
	God	<ul style="list-style-type: none"> explore different Christian beliefs about the Bible as the word of God 	<ul style="list-style-type: none"> explain why Christians might have different views about how to interpret and apply the Bible 	<ul style="list-style-type: none"> discuss why people might have different views about what is right and wrong – and where these 	<ul style="list-style-type: none"> reflect on their own understanding of morality and where it comes from

		<ul style="list-style-type: none"> • explain why the Bible can be described as a library and give examples of the different types of writings found in the Bible • describe why some Christians might view the Bible as an important source of authority and moral guidance 	<ul style="list-style-type: none"> • explain why Christians might also look to other sources of authority when making decisions about how to live (eg. church leaders, prayer, conscience) 	<p>views might come from</p> <ul style="list-style-type: none"> • describe the different sources of authority that humans might look to when making decisions about how to live their lives 	<ul style="list-style-type: none"> • raise questions and discuss responses to different ideas about how to live well
content (Islam)		<ul style="list-style-type: none"> • explore Islamic teachings about Ramadan from the Qur'an • make links between Islamic values and the beliefs explored so far in their study of Islam 	<ul style="list-style-type: none"> • use subject specific language to describe how and why Muslims fast at Ramadan • explain the importance of Ramadan in the context of the Five Pillars of Islam • consider the impact that fasting might have on individuals, families and communities 	<ul style="list-style-type: none"> • discuss (with relevant examples) the importance of showing commitment to a belief, value or community • consider the role of sacrifice within religion and communities 	<ul style="list-style-type: none"> • reflect on their own beliefs, values and commitments • consider and discuss how they demonstrate their personal commitments
content (Hindu Dharma)		<ul style="list-style-type: none"> • explore teachings about good and evil in the story of Rama and Sita • describe what moral guidance Hindus might gain from the story of Rama and Sita • make links between the actions of Rama and the belief that he is an avatar of Vishnu, appearing on earth to destroy evil and uphold dharma 	<ul style="list-style-type: none"> • use subject specific language to describe how and why Hindus celebrate Diwali • explain the importance of light in the Diwali celebrations, and how this is a symbol of good overcoming evil 	<ul style="list-style-type: none"> • discuss (with relevant examples) the importance of the belief that good overcomes evil • suggest people, words or stories that might be inspiring when trying to overcome difficulties in life 	<ul style="list-style-type: none"> • reflect on their own concept of 'goodness' • discuss what gives them hope during difficult times