



		Y3/4 Expectations Cycle 1		Y3/4 Expectations Cycle 2		Y5/6 Expectations Cycle 1		Y5/6 Expectations Cycle 1	
AUTUMN TERM		Judaism Festivals and family	Christianity Creation/Fall	Hindu Dharma God is like	Christianity Incarnation/God	Christianity God	Christianity Gospel	Judaism Torah	Christianity Incarnation
		Identify and describe some Jewish beliefs about God, sin and forgiveness.	Place the concept of God and Creation on the timeline of the Bible's 'big story'.	Identify some Hindu deities and say how they help Hindus describe Brahman (God).	Identify the difference between the 'Gospel' and other text types (i.e. telling the story, life and teachings of Jesus vs a letter).	Identify some different types of biblical texts, using technical terms accurately.	Identify features of Gospel texts (for example, teachings, parable and narrative).	Understand that the Torah is special to Jews and explains, from God's words, how to live their lives in a holy way.	Explain the place of Incarnation and Messiah within the Bible's 'big story'.
		Make clear links between the story of the Exodus and Jewish beliefs about God's relationship with people.	Make clear links between Genesis 1 and what Christians believe about God and creation.	Make clear links between some stories (i.e. Diwali) and what Hindus believe about Brahman.	Offer suggestions about what texts about baptism and Trinity may mean with examples of what they mean for Christians today.	Explain connections between biblical texts and Christian ideas of God, using theological terms.	Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which Christians interpret biblical texts, showing awareness of different interpretations.	Give examples of what the Torah says God is like.	Identify Gospel and prophecy texts, explaining connections between them and the terms incarnation and messiah.
		Describe how Jews show their beliefs through worship (home, festivals and wider communities).	Describe what Christians do because they believe God is the creator (i.e. wonder at creation and care for the world in different ways).	Identify different ways in which Hindus worship Brahman.	Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer for example) and in the way they live.	Make clear connections between Bible texts studied, what Christians believe about god and how they put belief into practice (i.e. how churches are designed).	Make clear connections between Gospel texts, Jesus' 'good news' and how Christians live in the Christian community and in their individual lives.	Describe examples of how Jewish people take beliefs from the Torah and put these into practice today (i.e. commandments and kosher laws).	Show how Christians put their beliefs about Jesus' incarnation into practice in different ways in celebrating Christmas and how this can make sense in the wider story of the Bible.

		Make links with the values seen in all human life: forgiveness, saying sorry, being grateful and seeking freedom/justice in the world today.	Ask questions and suggest answers about what might be important in the creation story for Christians living today and those who are not Christian.	Make links between the Hindu idea of everyone having a 'spark' of Brahman in them (atman) and the value of people in the world today.	Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.	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.	Relate biblical ideas, teachings or beliefs (for example about peace, forgiveness and healing) to the issues, problems and opportunities of their own lives and the lives in their own community with insights of their own.	Make links between tradition, community and worship and how far they are valuable to Jews (and non-Jewish people) today.	Weigh up how far the idea that Jesus is the Messiah is important in the world today and, if it is true, what difference that might make in people's lives.
SPRING TERM		Hindu Dharma Britain Today	Christianity Gospel	Islam Festivals and Worship	Christianity Salvation	Islam Britain Today	Christianity Salvation	Hindu Dharma Goodness	Christianity Salvation
		Identify the term dharma and why some people refer to Hindu Dharma as Hinduism.	Identify parts of the 'Gospel' which tells the story of the life and teaching of Jesus.	Identify beliefs about Allah (God) in Islam (i.e. as noted in Surah 1).	Order creation, fall, incarnation and salvation within the timetable of the 'big story'.	Identify and explain Muslim beliefs about Allah, prophets and the holy Qur'an.	Outline the timeline of the 'big story' of the Bible explaining how incarnation and salvation fit in.	Identify and explain Hindu beliefs of dharma, karma, samsara and moksha.	Outline the timeline of the 'big story' of the Bible, explaining how incarnation and salvation fit in.
		Explain how Hindu practices show that Hindu Dharma is a way of life.	Make links between calling the first disciples and how Christians may be 'fishers of people' today.	Explain links between Allah and ibadah (how God is worth worshipping).	Offer suggestions for what the texts studied mean to Christians (i.e. the entry into Jerusalem and the death/resurrection of Jesus).	Describe the ways in which Muslims live in accordance with the Qur'an and Five Pillars.	Suggest meanings for the different resurrection accounts, comparing their ideas and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope.	Give meanings stories and explain how they link to the key vocabulary (i.e. the man in the well).	Explain what Christians mean when they say that Jesus' death was a sacrifice, using theological terms, and suggest meanings for narratives of Jesus' death / resurrection, comparing their ideas with ways in which Christians interpret the texts.

		Describe how some Hindus show their faith with families and in the community in Britain.	Make simple links between Bible texts and the concept of Gospel (good news) with examples of how Christians try to show love to all.	Give examples of ibadah (i.e. Ramadan and other worshipping ways in a community).	Make simple links between Gospel texts and how Christians mark the Easter events (i.e. Palm Sunday, Good Friday and Easter Sunday) in worship privately and within church communities.	Make clear connections between Muslim beliefs and ibadah (worship).	Make clear connections between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday.	Give evidence and examples to show how Hindus put their beliefs into practice (i.e. in association with the four aims of life and the key vocabulary).	Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion (also named The Lord's Supper or the Eucharist).
		Take part in discussions (with examples) about what is good and what is difficult about being a Hindu in Britain today.	Make links between the Bible stories studied and the importance of love and life in the world today, expressing some ideas of their own clearly.	Raise questions and suggest answers about the value of submission and self-control to Muslims and whether there are benefits to non-Muslims.	Make links between some of the stories and teachings in the Bible and life in the world today, expressing some ideas of their own clearly.	Take part in discussions (with examples) about what is good and what is difficult about being a Muslim in Britain today.	Explain why some people find belief in the resurrection makes sense and inspires them whilst offering and justifying their own responses to what difference this may make to how people face challenges.	Make connections between Hindu beliefs studied and why they are important to Hindus.	Weigh up the value and impact of ideas of sacrifice in their own lives and the world today.
SUMMER TERM		Christianity People of God Outline the importance of knowing 'people of god' comes before the discussions of Jesus in the 'big story' of the Bible.	General Topic Make the World Better Identify beliefs about why the world is not always a good place (i.e. sin).	Christianity Kingdom of God Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth.	General Topic Significant Events Identify and describe some beliefs about love, commitments and promises in two religions.	General Topic Matters Most Identify and explain beliefs about why people are good and bad.	General Topic Faith Describe at least three examples of ways religions guide people in good and hard times.	Christianity Creation/Fall Outline the importance of creation in the timeline of the Bible 'big story' and its 'purpose' in the 'big story'.	General Topic Believe in God? Define the terms theist, agnostic and atheist.

		Make clear links between the story of Noah and the idea of covenant.	Identify beliefs about how people can make the world a better place (i.e. charities).	Offer suggestions about what the description of Pentecost in Acts 2 might mean, giving examples of what Pentecost means to some Christians now.	Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today.	Make links with sources of authority that tell people how to be good (i.e. can you be good without 'God' as an authoritative figure).	Identify beliefs about life after death in at least two religious traditions (compare and explain similarities and differences).	Identify the type of text different people identify Genesis 1 as and compare these different interpretations.	Give examples of where religious and non-religious people have collected their ideas about a god and why people may or may not believe in a god.
		Make simple links between promises in different stories (i.e. in the story of Noah and promises that Christians make at a wedding ceremony).	Identify different religious teachings and how people put their beliefs into action to make the world a better place.	Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God and who Christians live their whole lives personally and in the church communities.	Compare beliefs about love and commitment and how people in at least two religions live (i.e. through celebrating forgiveness, salvation and freedom in festivals).	Suggest reasons why it might be helpful, and difficult, to follow a 'moral code'.	Give examples of ways in which beliefs about resurrection/ judgement/ heaven/karma/ reincarnation make a difference to someone's life.	Make clear connections between Genesis 1 and Christian belief about God as the creator but show understanding that some Christians find science and faith work together.	Give evidence and examples why some believers in the same religion may disagree about what their god is like (i.e. some differences in interpreting the Christian creation story).
		Make links between the story of Noah and how we live in school and the wider world.	Express ideas about how to make the world a better place, making links with some religious ideas as well as own morals.	Make links between ideas about the Kingdom of God explored in the Bible and what people believe about following God in the world today, expressing some of their own ideas.	Raise questions and suggest answers about whether it is good for everyone to see life as a journey and mark significant events.	Make connections between the values studied in religions and humanism to their own moral ideas in the world today.	Offer a reasoned response to the unit question, with evidence and examples, expressing insights of their own.	Identify key ideas arising from their study of Genesis 1 and weigh up how far the Genesis 1 creation narrative is in conflict or is complementary with a scientific account.	Reflect on and articulate some ways in which believing in God is valuable yet challenging to the lives of believers.

BLUE = Making sense of beliefs **RED** = Understanding the impact **GREEN** = Making connections

General Progression as noted in the Gloucestershire Syllabus (2022-2024 updated)

Teaching and learning approach	End KS1 Pupils can ...	End lower KS2 Pupils can ...	End upper KS2 Pupils can ...
Element 1: Making sense of beliefs Identifying and making sense of religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.	- identify core beliefs and concepts studied and give a simple description of what they mean - give examples of how stories show what people believe (e.g. the meaning behind a festival) - give clear, simple accounts of what stories and other texts mean to believers	- identify and describe the core beliefs and concepts studied - make clear links between texts/sources of authority and the core concepts studied - offer informed suggestions about what texts/sources of authority can mean and give examples of what these sources mean to believers	- identify and explain the core beliefs and concepts studied, using examples from texts/sources of authority in religions - describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts - give meanings for texts/sources of authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority
Element 2: Understanding the impact Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world.	- give examples of how people use stories, texts and teachings to guide their beliefs and actions - give examples of ways in which believers put their beliefs into practice	- make simple links between stories, teachings and concepts studied and how people live, individually and in communities - describe how people show their beliefs in how they worship and in the way they live - identify some differences in how people put their beliefs into practice	- make clear connections between what people believe and how they live, individually and in communities - using evidence and examples, show how and why people put their beliefs into practice in different ways, e.g. in different communities, denominations or cultures
Element 3: Making connections Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.	- think, talk and ask questions about whether the ideas they have been studying, have something to say to them - give a good reason for the views they have and the connections they make	- make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly - raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live - give good reasons for the views they have and the connections they make	- make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) - reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently - consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make



		Year 3 Expectations	Year 4 Expectations	Year 5 Expectations	Year 6 Expectations
SUMMER TERM	Sp	Suggest a new idea and respond to other people's ideas.	Verbally agree and disagree in a respectful manner.	Suggest and build on ideas with own experiences.	Justify opinions with evidence and examples and ask further questions.
	L	Concentrate when someone is speaking.	Concentrate when someone is speaking and build on other's ideas.	Show respect and interest in other people's opinions whilst giving everyone a fair chance to speak.	Show respect and listen to others and explore their ideas – asking if there is any truth in their response.
	C	Listen to others and begin to join ideas up in collaborative thinking.	Listen to others and begin to ask for different people's opinions.	Listen to others, explore experiences and feelings of their own and of others in collaborative thinking.	Listen to others which can lead to exploring how they can change and improve thoughts and opinions.
	K	Understand that philosophy is about open questions.	Understand that philosophy is about open questions and create my own open questions for others.	Sort different types of questions (closed, open, philosophical and factual).	Sort and create different types of questions (closed, open, philosophical and factual).
	Types of session	Philosophical Games	Philosophical Games	Philosophical Enquiries	Philosophical Enquiries

Sp = speaking skills (in large or small discussions) L = listening skills C = collaborative skills K = knowledge about philosophy