

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Learning about and from other faiths and religions	<p>I can say that Jesus told stories which are found a special book called the Bible.</p> <p>I can recognise that some stories are important to other people because they have meanings that helps them.</p> <p>I can explain how Jesus told stories to explain important truths to people</p> <p>I can retell one of the stories shared and explain how it could help someone through its meaning.</p> <p>I can retell a story that is special to them and explain why.</p> <p>There are other faiths which also have lots of stories that have important meanings.</p> <p>I can say why every person is</p>	<p>I can explain the basic beliefs of Islam.</p> <p>I can outline the place of Allah, Muhammed and the Qur'an in the lives of a Muslim child.</p> <p>I can discuss and explain the meaning of the Shahadah.</p> <p>I can share the basic beliefs of Sikhism.</p> <p>I can describe the place of the gurus, particularly Guru Granth Sahib in the lives of a Sikh child.</p> <p>I can share and explain the importance of identifying and belonging to the faith.</p> <p>I can name and talk about celebrations, worship and rituals that some Christians find important.</p>	<p>I can describe some religious practices from main religions in our community and suggest what they mean to believers</p> <p>I can discuss and share the basic beliefs of Hinduism and explain the place of the deities in guiding and inspiring the lives of individual believers.</p> <p>I can share and explain the importance of identifying and belonging to the Hindu faith.</p> <p>I can share the basic beliefs of Judaism and explain the place of the Torah and Shabbat in the lives of a Jewish child.</p> <p>I can identify some things that Jews learn from the Torah identify key symbols of the Shabbat meal, suggest what they mean.</p> <p>I can explain what makes Shabbat a day of rest, or how it might help Jewish families to feel closer to God.</p> <p>I can consider religious and spiritual feelings and experiences and share my thoughts about them.</p> <p>I can retell religious stories from the main religions in</p>	<p>I can show a deeper understanding of festivals as celebrations of religious stories.</p> <p>I can examine how light and dark are symbols of good and evil in many faiths.</p> <p>I can link Jesus as the light of the world, and explain His commands to His followers.</p> <p>I can explain the symbolism of the Christingle during Advent.</p> <p>I can describe what happens during Diwali.</p> <p>I can explore the story and celebration of the Jewish festival of Hanukkah.</p> <p>I can explain the links between the features found at the gurdwara and the beliefs that underlie them.</p> <p>I can identify what happens during the Sikh ceremonies and the beliefs and idea that underlie them.</p> <p>I can give reasons how the features of the Mosque aid salat.</p> <p>I can compare salat and the mosque to the prayer and places of worship within Christianity and other faiths.</p>	<p>I can describe how attending a synagogue makes a difference to Jews.</p> <p>I can discuss the different symbols and artefacts found in a synagogue and explain the symbolism of them for Jewish believers or their relevance to worship.</p> <p>I can identify the impact of words from the Shema and Torah on Jewish peoples' lives.</p> <p>I can evidence and comment on connections between a synagogue and church as well as Jewish and Christian beliefs.</p> <p>I can explain the links between the features found at the mandir and the beliefs that underlie them.</p> <p>I can identify what happens during the Hindu ceremonies explored and the beliefs or ideas that underlie them.</p> <p>I can describe some of the main beliefs and</p>	<p>I can describe what Muslims do to practice the pillars and connect them to some key Muslim beliefs.</p> <p>I can explain how the pillars of Islam give strength and shape to life for Muslims.</p> <p>I can discuss and debate how following the Pillars can be an obligation and a choice.</p> <p>I can investigate and research the key celebrations for Muslims that are linked with two pillars: Id-ul-Fitr and Id-ul-Adha.</p> <p>I can appreciate that the expressive arts can be a useful vehicle for conveying deeply held beliefs and values.</p> <p>I can compare and contrast ways in which different religions use the expressive arts to convey beliefs.</p>	<p>I can explain the meaning and Hinduism is a very ancient religious tradition that has many diverse cultural expressions.</p> <p>I can investigate and explain the meaning of different Hindu sacred writings such as poems, prayers, songs and stories.</p> <p>I can explain that Hindus believe that there are spiritual consequences for their actions (karma) and that Hinduism is a way of life aimed at reaching moksha.</p> <p>I can conclude how beliefs about moksha influence the lives of individuals and communities. Explain the cycle of Samskara marking significant stages of life for a Hindu.</p> <p>I can offer suggestions about what Hindus believe about Brahman is</p>



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	<p>special, precious and unique. I can describe Christians believe every person is created by God in His image and that God wants a relationship with the people He has created. I can explain as we are all special we need to respect other people as valued and important. I can find out about religions within our class and celebrate our diversity.</p>	<p>I can show an understanding of different religious festivals and know which faith they are linked to. I can recall and respond to stories about different religious festivals from Christian and other faiths. I can discuss my own experiences of celebration and why these happen. I can describe why it is important for people of Christian and different faiths to care for the wonderful world God has given to us all. I can discuss values about caring, shown through faith stories, and what they have learnt from them. I can identify aspects of my own experience and</p>	<p>our community and identify some religious beliefs and symbols I can give examples of ways in which religious people act as part of their faith. I can recognise artefacts, symbols, acts of worship and rituals from Christianity and other faiths. I can use some religious words and phrases to identify different features of religions and how they are important to some people. I can say how religions are similar.</p>	<p>I can ask and answer questions about my experiences and the religious experiences of others. I have begun to reflect on what it means to belong to a faith community. I am beginning to make links between religious beliefs and values and my own attitudes and behaviour. I can make links between religious beliefs and values and my own attitudes and behaviour.</p>	<p>texts of religions studied give some account of the lives of key religious figures. I can ask important questions about religion and beliefs, making links between my own and others' ideas. I can say what influences me, making links between aspects of my own and others' lives. I can make links between religious beliefs and values and my own attitudes and behaviour.</p>	<p>present in the eternal soul (atman) of all living things and so all life is of great value. I can explain how Brahman is known through the trimurti and also their avatars, especially those of Vishnu. I can summarise and justify the significance that joining the Khalsa takes real commitment and dedication to the Sikh faith. I can outline and explain that the Five Ks (Kesh (uncut hair); Kangha (comb); Kirpan (sword); Kara (bracelet); Kachera (short trousers)) are symbols of the Sikh Khalsa community, and the significance of each. I can evidence and validate that Sikhs believe in the cycle of birth and reincarnation.</p>
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		<p>feelings in religious stories. I can name and describe how religious practice can have an impact on a child's life.</p> <p>I can how some religious actions from Christianity and other faiths help people.</p> <p>I can discuss my thoughts and feelings about different forms of worship and give reasons for them.</p> <p>I can recall a situation, local or worldwide, in which they have a role in making a difference, and relate to Jesus' teaching.</p> <p>I can explain people from religious communities show care.</p> <p>I can describe how different stories about festivals</p>					<p>I can explain how Prince Siddhattha Gautama became the Buddha – the 'enlightened one'</p> <p>I can summarise that there is no supreme deity in Buddhism</p> <p>Buddhists strive to gain enlightenment (Nirvana) frequently by meditating.</p> <p>I can describe the key beliefs and teachings of Buddhism, and the impact they have on the lives of Buddhists.</p> <p>I can explain how Buddhist beliefs in enlightenment, meditation and self-awareness compare and contrast to the key beliefs of other religions.</p> <p>I can outline Judaism has its origins in the land of Israel and that Jews believe in one God who is creator and carer.</p> <p>I can conclude that Jews believe they are descendants of Abraham, chosen by</p>
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		may improve the lives of believers.					<p>God to show what He is like.</p> <p>I can describe the key beliefs and teachings of Judaism, and the impact they have on the lives of Jews.</p> <p>I can suggest and validate why Abraham, Moses & David are important figures in the Jewish faith.</p>
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