



Religion and Worldviews Progression of Skills Assessment Grid Y1/2

Note initials of children WB, WT, EXP and GD.

Strand	Objective	Working Below	Working towards	EXP	Greater Depth
Making sense of beliefs	1:1 God: • Identify what a parable is • Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father • Give clear, simple accounts of what the story means to Christians				
	1:2 Creation: • Retell the story of creation from Genesis 1:1–2:3 simply • Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible • Say what the story tells Christians about God, Creation and the world				
	1:3 Incarnation: Give a clear, simple account of the story of Jesus’ birth and why Jesus is important for Christians • Recognise that stories of Jesus’ life come from the Gospels				
	1:4 Gospel: • Tell stories from the Bible and recognise a link with the concept of ‘Gospel’ or good news • Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians • Recognise that Jesus gives instructions to people about how to behave				
	1:5 Salvation: • Recognise that Incarnation and Salvation are part of a ‘big story’ of the Bible • Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people) • Recognise that Jesus gives instructions about how to behave				
	1:6 Muslim Faith: • Recognise the words of the Shahadah and that it is very important for Muslims • Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names, and give a simple description of what some of them mean • Give examples of how stories about the Prophet* show what Muslims believe about Muhammad				
	1:7 Jewish Faith: Recognise the words of the Shema as a Jewish prayer • Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah) • Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like				
	1:8 Sacred Places: Recognise that there are special places where people go to worship, and talk about what people do there • Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean • Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship				

	1:9 World and Others: Identify a story or text that says something about each person being unique and valuable • Give an example of a key belief some people find in one of these stories (e.g. that God loves all people) • Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world				
	1:10 Belonging: • Recognise that loving others is important in lots of communities • Say simply what Jesus and one other religious leader taught about loving other people				
	Vocabulary: parable Bible worship unique and valuable				
Understanding the Impact	1:1 God Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying 'sorry', by seeing God as welcoming them back; by forgiving others) • Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God)				
	1:2 Creation • Give at least one example of what Christians do to say 'thank you' to God for Creation				
	1:3 Incarnation • Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas				
	1:4 Gospel • Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless • Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession)				
	1:5 Salvation • Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter				
	1:6 Muslim Faith • Give examples of how Muslims use the Shahadah to show what matters to them • Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) • Give examples of how Muslims put their beliefs about prayer into action				
	1:7 Jewish Faith • Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) • Make links between Jewish ideas of God found in the stories and how people live • Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat)				
	1:8 Sacred places • Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe • Give simple examples of how people worship at a church, mosque or synagogue • Talk about why some people like to belong to a sacred building or a community				

	1:9 World and others • Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories • Give examples of how Christians and Jews can show care for the natural Earth • Say why Christians and Jews might look after the natural world				
	1.10 Belonging • Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean • Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious)				
	Vocabulary: creation forgiveness worship ceremony				
Making Connections	1:1 God • Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas • Give a reason for the ideas they have and the connections they make.				
	1:2 Creation • Think, talk and ask questions about living in an amazing world • Give a reason for the ideas they have and the connections they make between the Christian/ Jewish Creation story and the world they live in.				
	1:3 Incarnation • Decide what they personally have to be thankful for, giving a reason for their ideas • Think, talk and ask questions about Christmas for people who are Christians and for people who are not				
	1:4 Gospel • Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas.				
	1:5 Salvation • Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.				
	1:6 Muslim Faith • Think, talk and ask questions about Muslim beliefs and ways of living • Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas • Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.				
	1:7 Jewish Faith Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas • Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.				

	1:8 Sacred places • Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas • Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.				
	1:9 World and others • Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world • Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.				
	1.10 Belonging • Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences • Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.				
	Vocabulary: Thankful beliefs belonging				

Attitude To Learning	Note initials of children's attitude to Learning