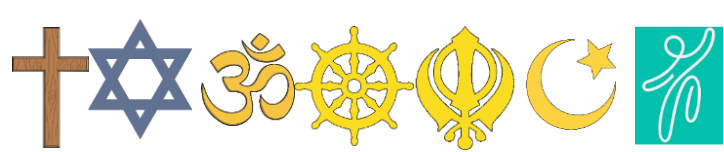


## Religious Education

### Progression of skills

Believing – Substantive Expressing – Disciplinary Living – Personal	Big questions	Progression of skills		
		Know about and understand a range of religions and non-religious worldviews	Express ideas and insights about the nature, significance and impact of religions and non-religious worldviews	Gain and deploy the skills needed to engage seriously with religions and non-religious worldviews
Year 3	<b>Autumn 1</b> What do different people believe about God? <b>Autumn 2</b> What do different people believe about God? (2) <b>Spring 1</b> Why do people pray? <b>Spring 2</b> What does it mean to be a Christian in Britain today? <b>Summer 1</b> Why is the bible important to Christians today? <b>Summer 2</b> How do people from religious and non-religious communities celebrate key festivals?	<ul style="list-style-type: none"><li>Find out more about Christian metaphors for God.</li><li>Identify that the Qur'an guides Muslims in their daily life and teaches them about Allah.</li><li>Identify the Ten Commandments and their importance</li><li>Retell the story that the Qur'an was revealed to the Prophet from Allah.</li><li>Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1).</li><li>Describe some ways in which Christians express their faith through hymns and modern worship songs (A2).</li><li>Describe what some believers say and do when they pray (A1).</li><li>Make connections between what people believe about prayer and what they do when they pray (A3).</li><li>Recall and name some Bible stories that inspire Christians (A2).</li><li>Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2).</li><li>Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression (A1).</li><li>Retell some stories behind festivals (A2).</li><li>Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2).</li></ul>	<ul style="list-style-type: none"><li>Think of reasons why some people believe in God.</li><li>Retell and suggest meanings for the story of when Moses was called by God to be a leader.</li><li>Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).</li><li>Respond thoughtfully to examples of how praying helps religious believers (B2).</li><li>Describe ways in which prayer can comfort and challenge believers (B2).</li><li>Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3).</li><li>Identify at least two ways Christians use the Bible in everyday life (B1).</li><li>Give examples of how and suggest reasons why Christians use the Bible today (B1)</li><li>Recognise and identify some differences between religious festivals and other types of celebrations (B2).</li><li>Ask questions and give ideas about what matters most to believers in festivals (B2).</li></ul>	<ul style="list-style-type: none"><li>Look for similarities and differences between two Bible stories about encounters with God, discussing and explaining their ideas.</li><li>Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).</li><li>Discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3).</li><li>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).</li></ul>
Year 4	<b>Autumn 1</b> What does it mean to be a Hindu in Britain today? <b>Autumn 2</b> What does it mean to be a Hindu in Britain today? (2) <b>Spring 1</b> Why is Jesus inspiring to some people? <b>Spring 2</b> Why do some people think that life is a journey? <b>Summer 1</b> What can we learn from religions about deciding what is right and wrong? <b>Summer 2</b> How do family life and festivals show what matters to Jewish people?	<ul style="list-style-type: none"><li>Identify and name examples of what Hindus have and do in their families and at mandir to show their faith (A3).</li><li>Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A3).</li><li>Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2).</li><li>Describe how Christians celebrate Holy Week and Easter Sunday (A1).</li><li>Make connections between some of Jesus' teachings and the way Christians live today (A1).</li><li>Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2).</li><li>Recall and name some of the ways religions mark milestones of commitment (including marriage) (A1).</li><li>Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2).</li><li>Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3).</li><li>Make connections between stories of temptation and why people can find it difficult to be good (A2).</li><li>Retell some stories behind festivals (A2).</li><li>Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2).</li><li>Identify similarities and differences in the way festivals are celebrated within and between religions (A3).</li></ul>	<ul style="list-style-type: none"><li>Ask good questions about what Hindus do to show their faith (B1).</li><li>Suggest at least two reasons why being Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).</li><li>Ask questions raised by the stories and life of Jesus and followers today, and give examples of how Christians are inspired by Jesus (B1).</li><li>Identify the most important parts of Easter for Christians and say why they are important (B1). Identify at least two promises made by believers at these ceremonies and say why they are important (B1).</li><li>Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2).</li><li>Recall and talk about some rules for living in religious traditions (B2).</li><li>Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1).</li><li>Give examples of ways in which some inspirational people have been guided by their religion (B1). Recognise and identify some differences between religious festivals and other types of celebrations (B2).</li><li>Ask questions and give ideas about what matters most to believers in festivals (B2).</li></ul>	<ul style="list-style-type: none"><li>Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).</li><li>Suggest some ideas about good ways to treat others, arising from their learning (C3).</li><li>Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1).</li><li>Find out at least two teachings from religions about how to live a good life (C3).</li><li>Discuss their own and others' ideas about how people decide right and wrong (C3).</li><li>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).</li></ul>
Year 5	<b>Autumn 1</b> What does it mean to be a Muslim in Britain today?	<ul style="list-style-type: none"><li>Describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims (A1).</li><li>Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2).</li></ul>	<ul style="list-style-type: none"><li>Identify 3 reasons why the Holy Qur'an is important to Muslims, and how it makes a difference to how they live (B1).</li><li>Describe and reflect on the significance of the Holy Qur'an to Muslims (B1).</li></ul>	<ul style="list-style-type: none"><li>Make connections between some of Jesus' teachings and the way Christians live today.</li><li>Explain the impact Jesus' example and teachings might have on Christians today.</li></ul>



## Religious Education

### Progression of skills

	<p><b>Autumn 2</b> What does it mean to be a Muslim in Britain today? (2)</p> <p><b>Spring 1</b> What would Jesus do?</p> <p><b>Spring 2</b> If God is everywhere why go to a place of worship?</p> <p><b>Summer 1</b> Why do some people believe God exists?</p> <p><b>Summer 2</b> Green religion?</p>	<ul style="list-style-type: none"><li>Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2).</li><li>Make connections between the key functions of the mosque and the beliefs of Muslims (A1).</li><li>Outline Jesus' teaching on how his followers should live.</li><li>Recall and name some key features of places of worship studied (A1).</li><li>Make connections between how believers feel about places of worship in different traditions (A3).</li><li>Give two reasons why a Christian believes in God and one why an atheist does not (A3).</li><li>Outline clearly a Christian understanding of what God is like, using examples and evidence (A2).</li></ul>	<ul style="list-style-type: none"><li>Discuss their own ideas about the importance of values to live by, comparing them to Christian ideas Offer interpretations of two of Jesus' parables and say what they may teach Christians about how to live.</li><li>Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today.</li><li>Select and describe the most important functions of a place of worship for the community (B3).</li><li>Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2).</li><li>Define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs (B1).</li><li>Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2).</li><li>Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1).</li></ul>	<ul style="list-style-type: none"><li>Find out about what believers say about their places of worship (C2).</li><li>Present ideas about the importance of people in a place of worship, rather than the place itself (C1). Present different views on why people believe in God or not, including their own ideas (C1).</li></ul>
Year 6	<p><b>Autumn 1</b> What matters most to Christians and Humanists?</p> <p><b>Autumn 2</b> What matters most to Christians and Humanists? (2)</p> <p><b>Spring 1</b> Is it better to express your religion in arts or charity?</p> <p><b>Spring 2</b> What do religions say to us when life gets hard?</p> <p><b>Summer 1</b> What difference does it make to believe in Ahimsa, Grace and Ummah?</p> <p><b>Summer 2</b> What can be done to reduce racism?</p>	<ul style="list-style-type: none"><li>Identify the values found in stories and texts (A2).</li><li>Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2).</li><li>Describe and make connections between examples of religious creativity (buildings and art) (A1).</li><li>Outline how and why some Humanists criticise spending on religious buildings or art (A3).</li><li>•Give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation (A3).</li><li>Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1).</li><li>Describe what Ahimsa, Grace or Ummah mean to religious people (A1).</li><li>Make connections between beliefs and behaviour in different religions (A1).</li><li>Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions (A1).</li><li>Explain similarities in ways in which key beliefs make a difference to life in two or three religions (A1).</li></ul>	<ul style="list-style-type: none"><li>Suggest ideas about why humans can be both good and bad, making links with Christian and Humanist ideas (B3).</li><li>Describe some Christian and Humanist values simply (B3). Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2).</li><li>Respond with ideas of their own to the title question (B2).</li><li>Show understanding of the value of sacred buildings and art (B3).</li><li>Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2).</li><li>Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life (B1).</li><li>Express ideas about how and why religion can help believers when times are hard, giving examples (B2).</li><li>Explain some similarities and differences between beliefs about life after death (B2).</li><li>Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3).</li><li>Explain what difference belief in judgement/heaven/karma/ reincarnation might make to how someone lives, giving examples (B1). Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding (B3).</li><li>Respond sensitively to examples of religious practice with ideas of their own (B2).</li><li>Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2).</li><li>Consider similarities and differences between beliefs and behaviour in different faiths (B3). Consider and evaluate the significance of the three key ideas studied, in relation to their own ideas (B3).</li></ul>	<ul style="list-style-type: none"><li>Express their own ideas about some big moral concepts, such as fairness and honesty, comparing them with the ideas of others they have studied (C3).</li><li>Find out about religious teachings, charities and ways of expressing generosity (C3).</li><li>Apply ideas about values and from scriptures to the title question (C2).</li><li>Examine the title question from different perspectives, including their own (C1).</li></ul>