



Progression of Skills

Religious Education

<p>Year 1</p>	<p>1.5 - What makes some places sacred? <u>Expressing</u> - religious and spiritual forms of expression; questions about identity and diversity.</p> <ul style="list-style-type: none"> Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3). Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2). Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel (C1). Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1). 	<p>1.6 - How and why do we celebrate special and sacred times? <u>Expressing</u> - religious and spiritual forms of expression; questions about identity and diversity.</p> <ul style="list-style-type: none"> Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1). Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2). Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1). Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1). 	<p>1.1 - Who is a Christian and what do they believe? <u>Believing</u> - religious beliefs, teachings, sources; questions about meaning, purpose and truth.</p> <ul style="list-style-type: none"> Talk about some simple ideas about Christian beliefs about God and Jesus (A1). Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2). Talk about issues of good and bad, right and wrong arising from the stories (C3). Ask some questions about believing in God and offer some ideas of their own (C1). 	<p>1.7 - What does it mean to belong to a faith community? <u>Living</u> - religious practices and ways of living; questions about values and commitments.</p> <ul style="list-style-type: none"> Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3). Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1). Identify two ways people show they belong to each other when they get married (A1). Respond to examples of co-operation between different people (C2).
<p>Year 2</p>	<p>1.6 - How and why do we celebrate special and sacred times? <u>Expressing</u> - religious and spiritual forms of expression; questions about identity and diversity.</p> <ul style="list-style-type: none"> Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and 	<p>1.3 - Who is Jewish and what do they believe? <u>Believing</u> - religious beliefs, teachings, sources; questions about meaning, purpose and truth.</p>	<p>1.4 - What can we learn from sacred books? <u>Believing</u> - religious beliefs, teachings, sources; questions about meaning, purpose and truth.</p>	<p>1.8 - How should we care for others and the world, and why does it matter? <u>Living</u> - religious practices and ways of living; questions about values and commitments.</p> <ul style="list-style-type: none"> Re-tell Bible stories and stories from another faith about caring for others and the world (A2).

	<p>some ways a festival is celebrated in another religion (A1).</p> <ul style="list-style-type: none"> • Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2). • Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1). • Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1). 	<ul style="list-style-type: none"> • Talk about how the mezuzah in the home reminds Jewish people about God (A3). • Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1). • Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means (A2). • Ask some questions about believing in God and offer some ideas of their own (C1). 	<ul style="list-style-type: none"> • Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3). • Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2). • Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1). • Talk about issues of good and bad, right and wrong arising from the stories (C3). 	<ul style="list-style-type: none"> • Identify ways that some people make a response to God by caring for others and the world (B1). • Talk about issues of good and bad, right and wrong arising from the stories (C3). • Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2) • Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1).
Year 3	<p>L2.5 - Why are festivals important to religious communities?</p> <p><u>Expressing</u> - religious and spiritual forms of expression; questions about identity and diversity.</p> <ul style="list-style-type: none"> • Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2). • Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2). • Identify similarities and differences in the way festivals are celebrated within and between religions (A3). • Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1). 	<p>L2.1 - What do different people believe about God?</p> <p><u>Believing</u> - religious beliefs, teachings, sources; questions about meaning, purpose and truth.</p> <ul style="list-style-type: none"> • Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1). • Ask questions and suggest some of their own responses to ideas about God (C1). • Suggest why having a faith or belief in something can be hard (B2). • Identify how and say why it makes a difference in people's lives to believe in God (B1). 	<p>L2.7 - What does it mean to be a Christian in Britain today?</p> <p><u>Living</u> - religious practices and ways of living; questions about values and commitments.</p> <ul style="list-style-type: none"> • Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1). • Describe some ways in which Christians express their faith through hymns and modern worship songs (A2). • 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). • 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). 	
Year 4	<p>L2.6 - Why do some people think that life is a journey? What significant experiences mark this?</p> <p><u>Expressing</u> - religious and spiritual forms of expression; questions about identity and diversity.</p>	<p>L2.3 - Why is Jesus inspiring to some people?</p> <p><u>Believing</u> - religious beliefs, teachings, sources; questions about meaning, purpose and truth.</p>	<p>L2.9 - What can we learn from religions about deciding what is right or wrong?</p> <p><u>Living</u> - religious practices and ways of living; questions about values and commitments.</p>	

	<ul style="list-style-type: none"> Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2). Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3). Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2). Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1). 	<ul style="list-style-type: none"> Make connections between some of Jesus' teachings and the way Christians live today (A1). Describe how Christians celebrate Holy Week and Easter Sunday (A1). Identify the most important parts of Easter for Christians and say why they are important (B1). Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2). 	<ul style="list-style-type: none"> Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1). Make connections between stories of temptation and why people can find it difficult to be good (A2). Give examples of ways in which some inspirational people have been guided by their religion (B1). Discuss their own and others' ideas about how people decide right and wrong (C3).
Year 5	<p>U2.4 - If God is everywhere, why go to a place of worship?</p> <p><u>Expressing</u> - religious and spiritual forms of expression; questions about identity and diversity.</p> <ul style="list-style-type: none"> Make connections between how believers feel about places of worship in different traditions (A3). Select and describe the most important functions of a place of worship for the community (B3). Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2). Present ideas about the importance of <i>people</i> in a place of worship, rather than the <i>place</i> itself (C1). 	<p>U2.1 - Why do people think God exists?</p> <p><u>Believing</u> - religious beliefs, teachings, sources; questions about meaning, purpose and truth.</p> <ul style="list-style-type: none"> Outline clearly a Christian understanding of what God is like, using examples and evidence (A2). 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). Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1). Present different views on why people believe in God or not, including their own ideas (C1). 	<p>U2.6 - What does it mean to be a Muslim in Britain today?</p> <p><u>Living</u> - religious practices and ways of living; questions about values and commitments.</p> <ul style="list-style-type: none"> Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2). Describe and reflect on the significance of the Holy Qur'an to Muslims (B1). Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2). Make connections between the key functions of the mosque and the beliefs of Muslims (A1).
Year 6	<p>U2.5 - Is it better to express your beliefs in arts and architecture or in charity and generosity?</p> <p><u>Expressing</u> - religious and spiritual forms of expression; questions about identity and diversity.</p> <ul style="list-style-type: none"> Describe and make connections between examples of religious creativity (buildings and art) (A1). Show understanding of the value of sacred buildings and art (B3). Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2). 	<p>U2.3 - What do religions say to us when life gets hard?</p> <p><u>Believing</u> - religious beliefs, teachings, sources; questions about meaning, purpose and truth.</p> <ul style="list-style-type: none"> Express ideas about how and why religion can help believers when times are hard, giving examples (B2). Outline Christian, Hindu and/or non-religious beliefs about life after death (A1). Explain some similarities and differences between beliefs about life after death (B2). Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3). 	<p>U2.7 - What matters most to Christians and Humanists?</p> <p><u>Living</u> - religious practices and ways of living; questions about values and commitments.</p> <ul style="list-style-type: none"> Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1). Describe some ways in which Christians express their faith through hymns and modern worship songs (A2). 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).

	<ul style="list-style-type: none">• Apply ideas about values and from scriptures to the title question (C2).		<ul style="list-style-type: none">• 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).
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