

Skills	Year 3	Year 4	Year 5	Year 6
<p><b>A. Know about and understand a range of religious and non-religious worldviews.</b></p>	<p><b>What does it mean to be a Christian in Britain today?</b></p> <ul style="list-style-type: none"> <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> </ul> <p><b>How do family life and festivals show what is important to Jewish people?</b></p> <ul style="list-style-type: none"> <li>Make links between the Exodus story and Jewish beliefs about God and his relationship with the Jewish people (A3).</li> </ul> <p><b>Why do people pray?</b></p> <ul style="list-style-type: none"> <li>Describe the practice of prayer in the religions studied (A2).</li> <li>Make connections between what people believe about prayer and what they do when they pray (A3).</li> </ul> <p><b>Why are festivals important to religious communities?</b></p> <ul style="list-style-type: none"> <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</li> </ul>	<p><b>What does it mean to be Hindu in Britain today?</b></p> <ul style="list-style-type: none"> <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 (A1).</li> <li>Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2).</li> </ul> <p><b>How do people from religious and non-religious communities celebrate key festivals?</b></p> <ul style="list-style-type: none"> <li>Describe how the way some people celebrate festivals might show something about their beliefs (A2)</li> <li>Identify some differences in the way festivals (e.g. Christmas) are celebrated within and between different religious and non-religious worldviews (A3).</li> </ul> <p><b>Why is Jesus inspiring to some people?</b></p> <ul style="list-style-type: none"> <li>Make connections between some of Jesus' teachings and the way Christians live today (A1).</li> <li>Describe how Christians celebrate Holy Week and Easter Sunday (A1).</li> <li>Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and</li> </ul>	<p><b>Why do some people say that God exists?</b></p> <ul style="list-style-type: none"> <li>Outline clearly a Christian understanding of what God is like, using examples and evidence (A2).</li> </ul> <p><b>What does it mean to be a Muslim in Britain today?</b></p> <ul style="list-style-type: none"> <li>Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2).</li> <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> </ul> <p><b>What can be done to reduce racism? Can religion help?</b></p> <ul style="list-style-type: none"> <li>Describe examples of connections between anti-racism and religion (A1).</li> </ul> <p><b>What would Jesus do? (Can we live by the values of the 21<sup>st</sup> century?)</b></p> <ul style="list-style-type: none"> <li>Outline Jesus' teaching on how his followers should live (A2).</li> </ul>	<p><b>Is it better to express your beliefs in arts and architecture or in charity and generosity?</b></p> <ul style="list-style-type: none"> <li>Describe and make connections between examples of religious creativity (buildings and art) (A1).</li> </ul> <p><b>What matters most to Christians and to Humanists?</b></p> <ul style="list-style-type: none"> <li>Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2).</li> </ul> <p><b>What do religions say to us when life gets hard?</b></p> <ul style="list-style-type: none"> <li><b>Outline Christian, Hindu and/or non-religious beliefs about life after death (A1).</b></li> </ul> <p><b>What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God) and Ummah (community)?</b></p> <ul style="list-style-type: none"> <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> </ul>

# RELIGIOUS EDUCATION AND WORLDVIEWS KNOWLEDGE AND SKILLS PROGRESSION



	<p>are celebrated within and between religions (A3).</p> <p><b>What do different people believe about God?</b></p> <ul style="list-style-type: none"> <li>Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1).</li> </ul>	<p>illustrate them with events from Holy Week and Easter (A2).</p> <p><b>What can we learn from religions about deciding what is right and wrong?</b></p> <ul style="list-style-type: none"> <li>Make connections between stories of temptation and why people can find it difficult to be good (A2).</li> </ul> <p><b>Why do some people think that life is a journey and what significant experiences mark this?</b></p> <ul style="list-style-type: none"> <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> </ul>	<p><b>If God is everywhere, why go to a place of worship?</b></p> <ul style="list-style-type: none"> <li>Make connections between how believers feel about places of worship in different traditions (A3).</li> </ul>	
<p><b>B. Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews</b></p>	<p><b>What does it mean to be a Christian in Britain today?</b></p> <ul style="list-style-type: none"> <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> </ul> <p><b>How do family life and festivals show what is important to Jewish people?</b></p> <ul style="list-style-type: none"> <li>Describe how Jewish people show their beliefs through worship in festivals, both at home and in wider communities (B1).</li> </ul>	<p><b>What does it mean to be Hindu in Britain today?</b></p> <ul style="list-style-type: none"> <li>Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).</li> </ul> <p><b>How do people from religious and non-religious communities celebrate key festivals?</b></p> <ul style="list-style-type: none"> <li>Identify why members of the same religious or non-religious worldview might celebrate</li> </ul>	<p><b>Why do some people say that God exists?</b></p> <ul style="list-style-type: none"> <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>	<p><b>Is it better to express your beliefs in arts and architecture or in charity and generosity?</b></p> <ul style="list-style-type: none"> <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> </ul>



	<p><b>Why do people pray?</b></p> <ul style="list-style-type: none"> <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> </ul> <p><b>Why are festivals important to religious communities?</b></p> <ul style="list-style-type: none"> <li>Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2).</li> </ul> <p><b>What do different people believe about God?</b></p> <ul style="list-style-type: none"> <li>Suggest why having a faith or belief in something can be hard (B2).</li> <li>Identify how and say why it makes a difference in people's lives to believe in God (B1).</li> </ul>	<p>festivals differently or for different reasons (B1).</p> <p><b>Why is Jesus inspiring to some people?</b></p> <ul style="list-style-type: none"> <li>Identify the most important parts of Easter for Christians and say why they are important (B1).</li> </ul> <p><b>What can we learn from religions about deciding what is right and wrong?</b></p> <ul style="list-style-type: none"> <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).</li> </ul> <p><b>Why do some people think that life is a journey and what significant experiences mark this?</b></p> <ul style="list-style-type: none"> <li>Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2).</li> </ul>	<p><b>What does it mean to be a Muslim in Britain today?</b></p> <ul style="list-style-type: none"> <li>Describe and reflect on the significance of the Holy Qur'an to Muslims (B1).</li> </ul> <p><b>What can be done to reduce racism? Can religion help?</b></p> <ul style="list-style-type: none"> <li>Understand the challenges racism presents to human communities and consider different religious responses (B2).</li> </ul> <p><b>What would Jesus do? (Can we live by the values of the 21<sup>st</sup> century?)</b></p> <ul style="list-style-type: none"> <li>Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3).</li> <li>Explain the impact Jesus' example and teachings might have on Christians today (B1).</li> </ul> <p><b>If God is everywhere, why go to a place of worship?</b></p> <ul style="list-style-type: none"> <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> </ul>	<p><b>What matters most to Christians and to Humanists?</b></p> <ul style="list-style-type: none"> <li>Describe some Christian and Humanist values simply (B3).</li> <li>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> </ul> <p><b>What do religions say to us when life gets hard?</b></p> <ul style="list-style-type: none"> <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> </ul> <p><b>What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God) and Ummah (community)?</b></p> <ul style="list-style-type: none"> <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).</li> </ul>
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C. Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews.

**What does it mean to be a Christian in Britain today?**

- 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).

**How do family life and festivals show what is important to Jewish people?**

- Explore and suggest ideas about what is worth celebrating and remembering for Jewish people, and in pupils' own lives (C1).

**Why do people pray?**

(No outcome)

**Why are festivals important to religious communities?**

- Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).

**What do different people believe about God?**

- Ask questions and suggest some of their own responses to ideas about God (C1).

**What does it mean to be Hindu in Britain today?**

- 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).

**How do people from religious and non-religious communities celebrate key festivals?**

- Raise important questions and suggest answers about how the celebrations studied might make a difference to how pupils think and live (C1).

**Why is Jesus inspiring to some people?**

(No outcome)

**What can we learn from religions about deciding what is right and wrong?**

- Discuss their own and others' ideas about how people decide about right and wrong (C3).

**Why do some people think that life is a journey and what significant experiences mark this?**

- Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1).

**Why do some people say that God exists?**

- Present different views on why people believe in God or not, including their own ideas (C1).

**What does it mean to be a Muslim in Britain today?**

(No outcome)

**What can be done to reduce racism? Can religion help?**

- Discuss their own and others' ideas about reducing racism and prejudice, informed by rich knowledge of case studies (C3).

**What would Jesus do? (Can we live by the values of the 21<sup>st</sup> century?)**

- Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3).

**If God is everywhere, why go to a place of worship?**

- Present ideas about the importance of *people* in a place of worship, rather than the *place* itself (C1).

**Is it better to express your beliefs in arts and architecture or in charity and generosity?**

- Apply ideas about values from scriptures to the title question (C2).

**What matters most to Christians and to Humanists?**

- Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied (C3).

**What do religions say to us when life gets hard?**

**What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God) and Ummah (community)?**

(No outcome)