

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

RELIGIOUS EDUCATION AND WORLDVIEWS KNOWLEDGE AND SKILLS PROGRESSION



	<p>are celebrated within and between religions (A3).</p> <p>What do different people believe about God?</p> <ul style="list-style-type: none"> Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1). 	<p>illustrate them with events from Holy Week and Easter (A2).</p> <p>What can we learn from religions about deciding what is right and wrong?</p> <ul style="list-style-type: none"> Make connections between stories of temptation and why people can find it difficult to be good (A2). <p>Why do some people think that life is a journey and what significant experiences mark this?</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). 	<p>If God is everywhere, why go to a place of worship?</p> <ul style="list-style-type: none"> Make connections between how believers feel about places of worship in different traditions (A3). 	
<p>B. Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews</p>	<p>What does it mean to be a Christian in Britain today?</p> <ul style="list-style-type: none"> 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). <p>How do family life and festivals show what is important to Jewish people?</p> <ul style="list-style-type: none"> Describe how Jewish people show their beliefs through worship in festivals, both at home and in wider communities (B1). 	<p>What does it mean to be Hindu in Britain today?</p> <ul style="list-style-type: none"> 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). <p>How do people from religious and non-religious communities celebrate key festivals?</p> <ul style="list-style-type: none"> Identify why members of the same religious or non-religious worldview might celebrate 	<p>Why do some people say that God exists?</p> <ul style="list-style-type: none"> 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). 	<p>Is it better to express your beliefs in arts and architecture or in charity and generosity?</p> <ul style="list-style-type: none"> 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>Why do people pray?</p> <ul style="list-style-type: none"> Describe ways in which prayer can comfort and challenge believers (B2). Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3). <p>Why are festivals important to religious communities?</p> <ul style="list-style-type: none"> Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2). <p>What do different people believe about God?</p> <ul style="list-style-type: none"> 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>festivals differently or for different reasons (B1).</p> <p>Why is Jesus inspiring to some people?</p> <ul style="list-style-type: none"> Identify the most important parts of Easter for Christians and say why they are important (B1). <p>What can we learn from religions about deciding what is right and wrong?</p> <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). Give examples of ways in which some inspirational people have been guided by their religion (B1). <p>Why do some people think that life is a journey and what significant experiences mark this?</p> <ul style="list-style-type: none"> Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2). 	<p>What does it mean to be a Muslim in Britain today?</p> <ul style="list-style-type: none"> Describe and reflect on the significance of the Holy Qur'an to Muslims (B1). <p>What can be done to reduce racism? Can religion help?</p> <ul style="list-style-type: none"> Understand the challenges racism presents to human communities and consider different religious responses (B2). <p>What would Jesus do? (Can we live by the values of the 21st century?)</p> <ul style="list-style-type: none"> Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3). Explain the impact Jesus' example and teachings might have on Christians today (B1). <p>If God is everywhere, why go to a place of worship?</p> <ul style="list-style-type: none"> 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). 	<p>What matters most to Christians and to Humanists?</p> <ul style="list-style-type: none"> 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). <p>What do religions say to us when life gets hard?</p> <ul style="list-style-type: none"> Express ideas about how and why religion can help believers when times are hard, giving examples (B2). 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>What difference does it make to believe in Ahimsa (harmlessness), Grace (the generosity of God) and Ummah (community)?</p> <ul style="list-style-type: none"> Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2). Consider similarities and differences between beliefs and behaviour in different faiths (B3).
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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 21st 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)