


Religious Education Cycle B - Skills and Knowledge Progression map

	<p>By the end of Early Years:</p>	<p>By the end of Year 2 (KS1): -Who is a Jewish and what do they believe? (Believing) -What can we learn from sacred books? -How should we care for others and the world, and why does it matter? (Living) -How and why do we celebrate special and sacred times? (Expressing) - What makes a place sacred? (Expressing)</p>	<p>By the end of Year 4 (Lower KS2): -What does it mean to be Hindu in Britain today? (Living) -How do people from religious and nonreligious communities celebrate key festivals? (Expressing) -Why do people pray? (Expressing) -Why are festivals important to religious communities? (Expressing) -What does it mean to be a Christian today? (Living) -Why is the Bible so important for Christians today? (Believing)</p>	<p>YR 4 ONLY -What do different people believe about God? (Believing) -Why is Jesus' inspiring to some people? (Believing) -Why do some people think that life is like a journey and what significant experiences mark this? -What can we learn from religions about deciding what is right and wrong? -How do family life and festivals show what matters to Jewish people? (Living)</p>	<p>By the end of Year 6 (Upper KS2): -What do religions say to us when life gets hard? (Believing) -What matters most to Christians and Humanists? (Living) -Green religion? What do religious and non-religious worldviews teach about caring for the Earth? -Is it better to express your religion in arts & architecture or in charity & generosity? (Expressing) -What difference does it make to believe in Ahimsa, Grace and Ummah? (Living) Christianity, Hinduism, Islam</p>				
<p>Believing Know about and understand a range of religious and non-religious worldviews¹, so that they can:</p>	<p>talk about some religious stories using new</p> <p>recognize some religious words, e.g. about God, holy books or places of worship</p> <p>re -tell stories about creation and nature, talking about what they say about the world, God, human beings</p>	<p>Talk about how the mezuzah in the home reminds Jewish people about God</p> <p>Re-tell a story that shows what Jewish people at the festival of Chanukah might think about God, suggesting what it means</p>	<p>Make links between the messages within sacred texts and the way people live</p> <p>Identify some ways Christians celebrate Christmas/Easter/ and some ways a festival is celebrated in another religion</p> <p>Re-tell stories connected with Christmas/ Easter/ and a festival in another religion and say why these are important to believers</p>	<p>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</p> <p>Describe how the way some people celebrate festivals might show something about their beliefs</p> <p>Identify some differences in the way festivals (e.g. Christmas) are celebrated within and between</p>	<p>Describe the practice of prayer in the religions studied</p> <p>Make connections between what people believe about prayer and what they do when they pray</p> <p>Describe how the way some people celebrate festivals might show something about their beliefs</p> <p>identify some differences in the way festivals (e.g. Christmas) are celebrated within and between different</p>	<p>Describe some of the ways in which Christians Hindus and/or Muslims describe God</p> <p>Make connections between some of Jesus' teachings and the way Christians live today</p> <p>Describe how Christians celebrate Holy Week and Easter Sunday</p> <p>Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter</p>	<p>Make connections between stories of temptation and why people can find it difficult to be good</p> <p>Make links between the Exodus story and Jewish beliefs about God and his relationship with the Jewish people</p>	<p>Outline Christian, Hindu and/or non-religious beliefs about life after death</p> <p>Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples</p> <p>Describe what it means to be a Humanist</p> <p>Make connections between beliefs about the earth and activist</p>	<p>Describe and make connections between examples of religious creativity (buildings and art)</p> <p>Outline how and why some Humanists –and people within religions -criticize spending on religious buildings or art</p> <p>Make connections between beliefs and behavior in different religions</p> <p>Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions</p>

		<p>Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories</p> <p>Re-tell Bible stories and stories from another faith about caring for others and the world</p>	<p>Describe what happens and what is being celebrated at Eid</p> <p>Describe what happens during Ramadan</p> <p>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</p>	<p>different religious and non-religious worldviews</p> <p>Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation</p> <p>Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression</p>	<p>religious and non-religious worldviews</p> <p>Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings</p> <p>Describe some ways in which Christian express their faith through hymns and modern worship songs (A2).</p>	<p>Suggest why some people see life as a journey and identify some of the key milestones on this journey</p> <p>Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean</p>		<p>behavior in different religions</p> <p>Describe some key environmental problems and some key religious teachings about the Earth</p>	
<p>Expressing Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews, so that they can:</p>	<p>talk about people who are special to them</p> <p>hold conversations about what makes their family and friends special to them</p> <p>identify some of the qualities of a good friend</p> <p>Reflect on the question 'Am I a good friend?'</p>	<p>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</p> <p>Recognize that sacred texts contain stories which are special to many people and should be treated with respect</p>	<p>Identify ways that some people make a response to God by caring for others and the world</p> <p>Recognize that sacred texts contain stories which are special to many people and should be treated with respect</p> <p>Ask questions and suggest answers about stories to do with Christian festivals and a</p>	<p>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</p> <p>Identify why members of the same religious or non-religious worldview might celebrate festivals differently or for different reasons</p>	<p>Describe ways in which prayer can comfort and challenge believers</p> <p>Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray</p> <p>identify why members of the same religious or non-religious worldview might</p>	<p>Suggest why having a faith or belief in something can be hard</p> <p>identify how and say why it makes a difference in people's lives to believe in God</p> <p>identify the most important parts of Easter for Christians and</p>	<p>Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions</p> <p>Give examples of ways in which some inspirational people have been guided by their religion (B1)</p> <p>Describe how Jewish people show their beliefs through worship in</p>	<p>Express ideas about how and why religion can help believers when times are hard, giving examples</p> <p>Explain some similarities and differences between beliefs about life after death</p>	<p>Show understanding of the value of sacred buildings and art</p> <p>Suggest reasons why some believers see generosity and charity as more important than buildings and art</p> <p>Outline the challenges of being a Hindu, Christian or Muslim in Britain today</p> <p>Consider similarities and differences between beliefs and behavior in different faiths</p>

			<p>story from a festival in another religion</p> <p>Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe</p> <p>Ask good questions during a school visit about what happens in a church, synagogue or mosque</p>		<p>celebrate festivals differently or for different reasons</p> <p>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</p>	<p>say why they are important</p> <p>Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B</p>	<p>festivals, both at home and in wider community</p>	<p>Explain some reasons why Christians and Humanists have different ideas about an afterlife</p> <p>Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view</p> <p>Describe some Christian and Humanist values simply Understand the challenges facing the planet and responses from different religions</p>	
<p>Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews, so that they can:</p>	<p>Respond imaginatively and expressively to what happens at their favorite times.</p> <p>share and record occasions when things have happened in their lives that</p>	<p>Ask some questions about believing in God and offer some ideas of their own</p> <p>Ask and suggest answers to questions arising from stories Jesus told and from another religion</p>	<p>Suggest their own ideas about stories from sacred texts and give reasons for their significance</p> <p>Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers</p>	<p>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</p> <p>Raise important questions and suggest answers about how the celebrations</p>	<p>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</p>	<p>Ask questions and suggest some of their own responses to ideas about God</p> <p>Present their own ideas about the most important attitudes and values to have today, making links with Christian values</p>	<p>Discuss their own and others' ideas about how people decide right and wrong</p> <p>Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty,</p>	<p>Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied</p>	<p>Apply ideas about values and from scriptures to the title question</p> <p>Examine the title question from different perspectives, including their own</p>

	made them feel special	<p>Talk about issues of good and bad, right and wrong arising from the stories</p> <p>talk about issues of good and bad, right and wrong arising from the stories</p> <p>talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more</p> <p>Use creative ways to express their own ideas about the creation story and what it says about what God</p>	<p>Describe the link between a selection of Pesach symbols and the story of Pesach</p> <p>Describe some of the ways in which people use music in worship, and talk about how different kinds of music make them feel</p>	<p>studied might make a difference to how pupils think and live</p> <p>Raise important questions and suggest answers about how the celebrations studied might make a difference to how pupils think and live(C1)</p>	<p>Discuss their own and others' ideas about why humans do bad things and how people try to put things right</p> <p>Give examples of how and suggest reasons why Christians use the bible today</p>	<p>Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief</p>	<p>kindness and generosity</p> <p>Explore and suggest ideas about what is worth celebrating and remembering for Jewish people, and in pupils' own lives (C1).</p>	<p>Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning</p> <p>Discuss and describe their own and others' ideas about the kinds of collaboration, activism and commitment needed to 'save the Earth'</p>	
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RE teaching and learning should enable pupils to...

A. Know about and understand a range of religious and non-religious worldviews.	B. Express ideas and insights about the nature, significance and impact of religious and non-religious worldviews.	C. Gain and deploy the skills needed to engage seriously with religious and non-religious worldviews.
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End of key stage outcomes

RE should enable pupils to:

A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.	C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.
A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.	B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	C2. Find out about and respond with ideas to examples of co-operation between people who are different.
A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.	B3. Notice and respond sensitively to some similarities between different religious and non-religious worldviews.	C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.

End of key stage outcomes

RE should enable pupils to:

A1. Describe and make connections between different features of the religious and non-religious worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.	B1. Observe and understand varied examples of religious and non-religious worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.	C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.
A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.	B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.	C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.
A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religious and non-religious worldviews.	C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.