


## Cycle A - Skills & Knowledge Progression map

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|  | <p><b>By the end of Early Years:</b></p>  | <p><b>By the end of Year 2 (KS1):</b><br/>                 -What does it mean to belong to a faith community? (Living)<br/>                 -How and why do we celebrate special and sacred times? (To be timed according to Christian/ Jewish (Expressing)<br/>                 -Who is a Christian and What do they believe? (Believing)<br/>                 -Who is a Muslim and what do they believe? (Believing)<br/>                 -What makes some places sacred? Christians and Muslims (Expressing)<br/>                 -How should we care for others and the world, and why does it matter? (Christian/ Muslims &amp; Jewish- Living)</p> |   | <p><b>By the end of Year 4 (Lower KS2):</b><br/>                 What does it mean to be Hindu in Britain today? (Living)<br/>                 How do people from religious and non-religious communities celebrate key festivals? (Expressing)<br/>                 Why do people pray? (Expressing) Christians, Hindus and Muslims<br/>                 Why are festivals important to religious communities? (Expressing)<br/>                 Christians, Muslims and Jewish<br/>                 What does it mean to be a Christian today? (Living)<br/>                 Why is the Bible so important for Christians today? (Believing)</p> |   | <p><b>YR 4 ONLY</b><br/>                 What do different people believe about God? (Believing)<br/>                 -Why is Jesus' inspiring to some people? (Believing)<br/>                 -Why do some people think that life is like a journey and what significant experiences mark this?<br/>                 -What can we learn from religions about deciding what is right and wrong?<br/>                 -How do family life and festivals show what matters to Jewish people? (Living)</p> | <p><b>By the end of Year 6 (Upper KS2):</b><br/>                 What would Jesus do?<br/>                 Why do some people believe that God exists? (Believing)<br/>                 If God is everywhere why go to place Of worship? (Expressing)<br/>                 What does it mean to be a Muslim in Britain today? (Living)<br/>                 What can be done to reduce racism?</p> |   |  |
|   | <p><b>Believing</b><br/>                 Know about and understand a range of religious and non-religious worldviews, 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 what is special and of value about belonging to a group that is important to them</p> <p>Recognize and name some symbols of belonging from their own experience</p> <p>Identify some ways Christians celebrate Christmas and Easter</p> <p>Re-tell stories connected with Christmas and Easter</p> <p>Talk about the fact that Christians</p> | <p>Show an awareness that some people belong to different religions</p> <p>Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean</p> <p>Identify two ways people show they belong to each other when they get married</p> <p>Suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas,</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).</p> <p>Retell some stories behind festivals (e.g. Christmas, Chanukah)</p> <p>Describe what some believers say and do when they pray</p> <p>Describe ways in which prayer can comfort and challenge believers</p> | <p>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>Make connections between what people believe about prayer and what they do when they pray</p> <p>Describe and comment on</p>   | <p>Retell and suggest the meanings of stories from sacred texts about people who encountered God</p> <p>Make connections between some of Jesus' teachings and the way Christians live today</p> <p>Recall and name some of the ways religions mark milestones of commitment (including marriage)</p> <p>Make connections between stories</p>   | <p>Describe some of the ways in which Christians Hindus and/or Muslims describe God</p> <p>Describe how Christians celebrate Holy Week and Easter Sunday</p> <p>Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean</p> <p>Make links between the Exodus story and Jewish beliefs about God and</p> | <p>Make connections between some of Jesus' teachings and the way Christians live today</p> <p>Give two reasons why a Christian believes in God and one why an atheist does not</p> <p>Recall and name some key features of places of worship studied</p> <p>Describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims</p> |

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|  |  | <p>believe in God and follow the example of Jesus</p> <p>Recognize some Christian symbols and images used to express ideas about God</p> <p>Re-tell a story about the life of the Prophet Muhammad</p> <p>Recognize some objects used by Muslims and suggest why they are important</p> <p>Recognize that there are special places where people go to worship, and talk about what people do there</p> <p>Identify at least three objects used in worship in two religions</p> <p>Recognize that some people believe God created the world and so</p> | <p>Hanukah and Eid-ul-Fitr</p> <p>Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah</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>Re-tell Bible stories and stories from another faith about caring for others and the world</p> | <p>Retell some stories behind festivals (e.g. Christmas, Diwali, Pesach)</p> <p>Identify and name examples of what Christians have and do in their families and at church to show their faith</p> <p>Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation</p> | <p>similarities and differences between how Christians, Muslims and Hindus pray</p> <p>Identify similarities and differences in the way festivals are celebrated within and between religions</p> <p>Describe some ways in which Christians express their faith through hymns and modern worship songs</p> | <p>of temptation and why people can find it difficult to be good</p> | <p>his relationship with the Jewish people</p> | <p>Describe examples of what is unjust about racism, referring to teaching from different religions and worldviews</p> | <p>Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils</p> <p>Describe examples of connections between anti-racism and religion</p> |
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|  |  | we should look after it   |   |   |  |  |   |   |   |
| <p><b>Expressing</b><br/>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>Ask good questions during a school visit about what happens in a church</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>Identify some similarities and differences between the celebrations studied</p> <p>Show that they have begun to be aware that some people regularly worship God in different ways and in different places</p> <p>Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel</p> <p>Identify ways that some people make a response to God by caring for others and the world</p> | <p>Ask good questions about what Hindus do to show their faith</p> <p>Suggest how and why religious festivals are valuable to many people</p> <p>Respond thoughtfully to examples of how praying helps religious believers</p> <p>Ask questions and give ideas about what matters most to believers in festivals</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>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>Explain similarities and differences between how people pray</p> <p>Suggest how and why religious festivals are valuable to many people</p> <p>Give examples of how and suggest reasons why Christians use the Bible today (B)</p> | <p>Identify beliefs about God that are held by Christians, Hindus and/or Muslims</p> <p>Ask questions raised by the stories and life of Jesus and followers today; give examples of how Christians are inspired by Jesus</p> <p>Identify at least two promises made by believers at these ceremonies and say why they are important</p> <p>Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions</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 say why they are important</p> <p>Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people</p> <p>Give examples of ways in which some inspirational people have been guided by their religion</p> <p>Describe how Jewish people show their beliefs through worship in festivals, both at home and in wider communities</p> | <p>Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live</p> <p>Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging</p> <p>Select and describe the most important functions of a place of worship for the community</p> <p>Identify three reasons why the Holy Qur'an is important to Muslims, and how it makes a difference to how they live</p> <p>Respond sensitively to religious engagements with racism with</p> | <p>Explain the impact Jesus' example and teachings might have on Christians today</p> <p>Express thoughtful ideas about the impact of believing or not believing in God on someone's</p> <p>Give examples of how places of worship support believers in difficult times, explaining why this matters to believers life</p> <p>Describe and reflect on the significance of the Holy Qur'an to Muslims</p> <p>Understand the challenges</p> |

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|   |   |  |   |   |  |   |   | ideas of their own   | racism presents to human communities and consider different religious responses   |
| <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 made them feel special</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>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</p> | <p>Talk about issues of good and bad, right and wrong arising from the stories</p> <p>Ask some questions about believing in God and offer some ideas of their own</p> <p>Ask some questions about God that are hard to answer and offer some ideas of their own</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>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>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives</p> <p>Discuss links between the actions of Christians in helping others and ways in which people of</p> | <p>Discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own experiences</p> <p>Raise important questions and suggest answers about how the celebrations studied might make a difference to how pupils think and live</p> <p>Discuss their own and others' ideas about why humans do bad things and how people try</p> | <p>Ask questions and suggest some of their own responses to ideas about God</p> <p>Suggest some ideas about good ways to treat others, arising from their learning</p> <p>Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief</p> <p>Find out at least two teachings from religions about how to live a good life</p> | <p>Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts</p> <p>Present their own ideas about the most important attitudes and values to have today, making links with Christian values</p> <p>Discuss and present their own ideas about the value and challenge of religious commitment in Britain today</p> | <p>Discuss their own ideas about the importance of values to live by, comparing them to Christian ideas</p> <p>Present different views on why people believe in God or not, including their own ideas</p> <p>Find out about what believers say about their places of worship</p> <p>Answer the title key question from different perspectives, including their own</p> <p>Find out about at least two examples of antiracism that have been effected</p> | <p>Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today</p> <p>Enquire into what some atheists, agnostics and theists say about God, expressing their own ideas and arguments, using evidence and examples</p> <p>Present ideas about the importance of people in a place of worship, rather than the place itself</p> <p>Discuss their own and others' ideas about reducing racism</p> |

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|  |  | about the creation story and what it says about what God is like |  | other faiths and beliefs, including pupils themselves, help others | to put things right | Explore and suggest ideas about what is worth celebrating and remembering for Jewish people, and in pupils' own lives | Discuss their own and others' ideas about how people decide about right and wrong |  | and prejudice, informed by rich knowledge of case studies |
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RE teaching and learning should enable pupils to...

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

RE should enable pupils to:

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| <b>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.</b>                        | <b>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.</b> | <b>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.</b> |
| <b>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.</b> | <b>B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</b>   | <b>C2. Find out about and respond with ideas to examples of co-operation between people who are different.</b>   |
| <b>A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</b>  | <b>B3. Notice and respond sensitively to some similarities between different religious and non-religious worldviews.</b>   | <b>C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.</b>  |

### End of key stage outcomes

RE should enable pupils to:

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| <b>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.</b> | <b>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.</b>                    | <b>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.</b> |
| <b>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.</b>                               | <b>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.</b>   | <b>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.</b>   |
| <b>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.</b>  | <b>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.</b> | <b>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.</b>                                     |