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| **RE Progression of Skills KS2** | | | | |
| This document has been designed to show how we will cover all of the RE elements as set out in The Understanding Christianity and Agreed Syllabus documentation. Please refer to the School’s long term plan, assessment documents and lesson planning (provided by RE Today for other faiths). | | | | |
| \\STM-Server1\arvind.hirani$\Documents\Desktop\JPG-WhiteBackground.jpg | **Year 3 Areas of study:** | |  | | --- | | **Year 4 Areas of study:** | | **Year 5 Area of Study** | **Year 6 Area of Study** |
| **Make sense of belief:**   * ***Identify core beliefs and concepts studied and give a simple description of what they mean*** * ***Give examples of how stories show what people believe (e.g. the meaning behind a festival)*** * ***Give clear, simple accounts of what stories and other texts mean to believers.*** | **L2.10 Jews –Yr3**   * Identify some Jewish beliefs about God, sin and forgiveness * Make clear links between the stories * Offer informed suggestions about the meaning of stories for Jews today   **L2.3 Incarnation/God – Yr3**   * Recognise what a ‘Gospel’ is and give an example of the kinds of stories it contains * Offer suggestions about what texts about baptism and Trinity mean. * Give examples of what these texts mean to some Christians today   **L2.2 People of God – Yr3**   * Make clear links between the story of Noah and the idea of covenant   **L2.9 Muslims – Yr3**   * Identify some beliefs about God in Islam, expressed in Surah 1. * Make clear links between beliefs about God and *ibadah* (e.g. how God is worth worshiping; how Muslims submit to God) * **L2.6 Kingdom of God – Yr3** * Make clear links between the story of Pentecost and Christian beliefs about the ‘Kingdom of God’ on earth. * Offer informed suggestions about what the events of Pentecost in Acts 2 might mean * Give examples of what Pentecost means to some Christians now   **L2.12 Make the world better – Yr3**   * Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin).   Make links between religious beliefs and teachings and why people try to live and make the world a better place | ***L2.7* - Hindus** • Identify some Hindu deities and say how they help Hindus describe God • Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God • Offer informed suggestions about what Hindu *murtis* express about God  ***Unit L2.1 – Creation***  • Place the concepts of God and Creation on a timeline of the Bible’s ‘big story’ • Make clear links between Genesis 1 and what Christians believe about God and Creation • Recognise that the story of ‘the Fall’ in Genesis 3 gives an explanation of why things go wrong in the world  ***Unit L2.8 -* Hindu in Britain today?** • Describe how Hindus show their faith within their families in Britain today (e.g. home *puja*) • Describe how Hindus show their faith within their faith communities in Britain today (e.g. *arti* and *bhajans* at the *mandir*; in festivals such as Diwali) • Identify some different ways in which Hindus show their faith (e.g. between different communities in Britain, or between Britain and parts of India)  ***Unit L2.5 –* Salvation**  • Recognise the word ‘Salvation’, and that Christians believe Jesus came to ‘save’ or ‘rescue’ people, e.g. by showing them how to live • Offer informed suggestions about what the events of Holy Week mean to Christians • Give examples of what Christians say about the importance of the events of Holy Week  ***Unit L2.4* – Gospel**  • Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus • Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be ‘fishers of people’ • Suggest ideas and then find out about what Jesus’ actions towards outcasts mean for a Christian  **Unit L2.11 CK4RE: How and why do people in Cornwall mark significant events in community life?**  Identify festivals that are unique to Cornwall and explain how they started  Offer informed suggestions about the meaning and importance of ceremonies/ festivals for religious and non-religious people today in Cornwall | ***Unit U2.8 -* Muslims in Britain today**  • Identify and explain Muslim beliefs about God, the Prophet\* and the Holy Qur’an (e.g. *Tawhid*; Muhammad as the Messenger, Qur’an as the message) • Describe ways in which Muslim sources of authority guide Muslim living (e.g. Qur’an guidance on Five Pillars; *Hajj* practices follow example of the Prophet)  ***Unit U2.3* - Incarnation** • Explain the place of Incarnation and Messiah within the ‘big story’ of the Bible • Identify Gospel and prophecy texts, using technical terms • Explain connections between biblical texts, Incarnation and Messiah, using theological terms  ***Unit U2.1* - God** • Identify some different types of biblical texts, using technical terms accurately • Explain connections between biblical texts and Christian ideas of God, using theological terms  ***Unit U2.9* - Torah**  • Identify and explain Jewish beliefs about God • Give examples of some texts that say what God is like and explain how Jewish people interpret them  ***Unit U2.5* - Salvation** • Outline the ‘big story’ of the Bible, explaining how Incarnation and Salvation fit within it • Explain what Christians mean when they say that Jesus’ death was a sacrifice  ***Unit U2.10 -* Humanists and Christians?**  **(Choice between this unit and U2.11)**  • Identify and explain beliefs about why people are good and bad (e.g. Christian and Humanist) • Make links with sources of authority that tell people how to be good (e.g. Christian ideas of ‘being made in the image of God’ but ‘fallen’, and Humanists saying people can be ‘good without God’)  ***Unit U2.11* Why do some people believe in God and some people not?**  **(Choice between this unit and U2.10)**  • Define the terms ‘theist’, ‘atheist’ and ‘agnostic’ and give examples of statements that reflect these beliefs • Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from • Give examples of reasons why people do or do not believe in God | ***Unit U2.7 -* Why do Hindus try to be good?**  • Identify and explain Hindu beliefs, e.g. *dharma*, *karma*, *samsara*, *moksha*, using technical terms accurately • Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about *samsara*, *moksha*, etc. ***Unit U2.2 -* Creation and science**  • Identify what type of text some Christians say Genesis 1 is, and its purpose • Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations ***Unit U2.4* - Gospel**  • Identify features of Gospel texts (for example, teachings, parable, narrative) • Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts ***Unit U2.6* – Kingdom of God**  • Explain connections between biblical texts and the concept of the kingdom of God • Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations **Unit U2.12 CK4RE: Does faith help people in Cornwall when life gets hard?**  Describe at least three examples of ways in which world views in  Cornwall guide people in how to respond to good and hard times in life  Identify beliefs about life after death in at least two religious traditions,  comparing and explaining similarities and differences |
| **Understand the impact:**   * ***Give examples of how people use stories, texts and teachings to guide their beliefs and actions*** * ***Give examples of ways in which believers put their beliefs into practice*** | **L2.10 Jews –Yr3**   * Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals) * Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities   **L2.3 Incarnation/God – Yr3**   * Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live   **L2.2 People of God – Yr3**   * Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony   **L2.9 Muslims – Yr3**   * Give examples of *ibadah* (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. * Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque)   **L2.6 Kingdom of God – Yr3**   * Make simple links between the description of Pentecost in Acts 2, the Holy Spirit, the Kingdom of God, and how Christians live now. * Describe how Christians show their beliefs about the Holy Spirit in worship   **L2.12 Make the world better – Yr3**   * Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek) * Describe some examples of how people try to live (e.g. individuals and organisations)   Identify some differences in how people put their beliefs into action | ***L2.7* – Hindus**  • Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshiping at a home shrine; celebrating Diwali) • Identify some different ways in which Hindus worship  ***Unit L2.1 – Creation***  • Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God’s creation is; care for the Earth – some specific ways) • Describe how and why Christians might pray to God, say sorry and ask for forgiveness  ***Unit L2.8 -* Hindu in Britain today?**  • Identify the terms dharma, Sanatan Dharma and Hinduism and say what they mean • Make links between Hindu practices and the idea that Hinduism is a whole ‘way of life’ (*dharma*)  ***Unit L2.5 –* Salvation**  • Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities  • Describe how Christians show their beliefs about Jesus in worship in different ways  ***Unit L2.4* - Gospel**  • Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus’ teaching in different ways  **Unit L2.11 CK4RE: How and why do people in Cornwall mark significant events in community life?**  Describe special times in the Cornish year. Make simple links between beliefs and importance of these special events to the people  of Cornwall Identify some differences in how people celebrate community life e.g.  different practices in local festivals and traditions | ***Unit U2.8* Muslims in Britain today**  • Make clear connections between Muslim beliefs and *ibadah* (e.g. Five Pillars, festivals, mosques, art) • Give evidence and examples to show how Muslims put their beliefs into practice in different ways  ***Unit U2.3* - Incarnation**  • Show how Christians put their beliefs about Jesus’ Incarnation into practice in different ways in celebrating Christmas • Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible  ***Unit U2.1* - God** • Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed • Show how Christians put their beliefs into practice in worship ***Unit U2.9* - Torah**  • Make clear connections between Jewish beliefs about the Torah and how they use and treat it • Make clear connections between Jewish commandments and how Jews live (e.g. in relation to kosher laws) • Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g. some differences between Orthodox and Progressive Jewish practice  ***Unit U2.5* - Salvation** • Make clear connections between the Christian belief in Jesus’ death as a sacrifice and how Christians celebrate Holy Communion/Lord’s Supper • Show how Christians put their beliefs into practice in different ways ***Unit U2.10 -* Humanists and Christians?**  **(Choice between this unit and U2.11)**  **Understand the impact:** • Make clear connections between Christian and Humanist ideas about being good and how people live • Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view ***Unit U2.11* Why do some people believe in God and some people not?**  **(Choice between this unit and U2.10)**  • Make clear connections between what people believe about God and the impact of this belief on how they live • Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g. some differences in interpreting Genesis) | ***Unit U2.7 -* Why do Hindus try to be good?**  • Make clear connections between Hindu beliefs about *dharma*, *karma*, *samsara* and *moksha* and ways in which Hindus live • Connect the four Hindu aims of life and the four stages of life with beliefs about *dharma*, *karma*, *moksha*, etc. • Give evidence and examples to show how Hindus put their beliefs into practice in different ways ***Unit U2.2 -* Creation and science**  • Make clear connections between Genesis 1 and Christian belief about God as Creator • Show understanding of why many Christians find science and faith go together ***Unit U2.4* - Gospel**  • Make clear connections between Gospel texts, Jesus’ ‘good news’, and how Christians live in the Christian community and in their individual lives ***Unit U2.6* – Kingdom of God**  • Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice • Show how Christians put their beliefs into practice in different ways  **Unit U2.12 CK4RE: Does faith help people in Cornwall when life gets hard?**  Make clear connections between what people in Cornwall believe  about God and how they respond to challenges in life (e.g. suffering,  bereavement)  Give examples of ways in which beliefs about resurrection/ judgement/  heaven/reincarnation make a difference to how someone lives |
| **Make connections:**   * ***Think, talk and ask questions about whether the ideas they have been studying, have something to say to them.*** * ***Give a good reason for the views they have and the connections they make.*** | **L2.10 Jews –Yr3**   * Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future. * Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils’ own lives, and giving good reasons for their ideas.   **L2.3 Incarnation/God – Yr3**   * Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like   **L2.2 People of God – Yr3**   * Make links between the story of Noah and how we live in school and the wider world.   **L2.9 Muslims – Yr3**   * Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims * Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas   **L2.6 Kingdom of God – Yr3**  Make links between ideas about the Kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas  **L2.12 Make the world better – Yr3**   * Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better * Make links between some commands for living from religious traditions, non-religious worldviews and pupils’ own ideas * Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views | ***L2.7* - Hindus**  • Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today • Make links between the Hindu idea of everyone having a ‘spark’ of God in them and ideas about the value of people in the world today, giving good reasons for their ideas.  ***Unit L2.1 – Creation***  Ask questions and suggest answers about what might be important in the Creation story for Christians and for non Christians living today.  ***Unit L2.8 -* Hindu in Britain today?**  • Raise questions and suggest answers about what is good about being a Hindu in Britain today, and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas.  ***Unit L2.5 -* Salvation**  • Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died ‘Good Friday’, giving good reasons for their suggestions.  ***Unit L2.4* – Gospel**  • Make links between the importance of love in the Bible stories studied and life in the world today, giving a good reason for their ideas.  **Unit L2.11 CK4RE: How and why do people in Cornwall mark significant events in community life?**  Raise questions and suggest answers about why it is important for everyone to feel part of a community Make links behind festivals that mark different times of the year in  Cornwall Give good reasons why they think ceremonies of commitment are or  are not valuable today | ***Unit U2.8* Muslims in Britain today**  • Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Cornwall today • Consider and weigh up the value of e.g. submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims • Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.  ***Unit U2.3* – Incarnation**  • Weigh up how far the idea of Jesus as the ‘Messiah’ – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people’s lives, giving good reasons for their answers.  ***Unit U2.1* - God** • Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.  ***Unit U2.9* - Torah**  • Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today • Consider and weigh up the value of e.g. tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish.  ***Unit U2.5* - Salvation** • Weigh up the value and impact of ideas of sacrifice in their own lives and the world today • Articulate their own responses to the idea of sacrifice, recognising different points of view.  ***Unit U2.10 -* Humanists and Christians?**  **(Choice between this unit and U2.11)**  • Raise important questions and suggest answers about how and why people should be good • Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.  ***Unit U2.11* Why do some people believe in God and some people not?**  **(Choice between this unit and U2.10)**  • Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging • Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not • Make connections between belief and behaviour in their own lives, in the light of their learning. | ***Unit U2.7 -* Why do Hindus try to be good?**  • Make connections between Hindu beliefs studied (e.g. *karma* and *dharma*), and explain how and why they are important to Hindus • Reflect on and articulate what impact belief in *karma* and *dharma* might have on individuals and the world, recognising different points of view.  ***Unit U2.2 -* Creation and science**  • Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses • Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views.  ***Unit U2.4* - Gospel**  • Make connections between Christian teachings (e.g. about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives • Articulate their own responses to the issues studied, recognising different points of view.  ***Unit U2.6* – Kingdom of God** • Relate the Christian ‘kingdom of God’ model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today • Articulate their own responses to the idea of the importance of love and service in the world today.  **Unit U2.12 CK4RE: Does faith help people in Cornwall when life gets hard?**  Consider Cornwall as a place of refuge, inspiration and challenge  Offer a reasoned response to the unit question, with evidence and  example, expressing insights of their own |