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| **Religious Education Skills Progression - Lower Key Stage 2** |
| Curriculum | Key Skills | Curriculum | Key Skills |
|  | Emerging (Y3) | Expected (Y4) | Exceeding |  | Emerging (Y3) | Expected (Y4) | Exceeding |
| **L2.1 What do different people believe about God?**  | * Find out more about Christian metaphors for God.
* Think of reasons why some people believe in God.
* Identify that the Qur’an guides Muslims in their daily life and teaches them about Allah / God.
* Identify beliefs about Hindu gods and goddesses.
* Retell and suggest meanings for the story of when Moses was called by God to be a leader.
* Look for similarities and differences between two Bible stories about encounters with God, discussing and explaining their ideas.
* Retell the story that the Qur’an was revealed to the Prophet from Allah by the Angel Jibril.
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 | * Describe some things we cannot see but do believe in.
* Give simple reasons for their own ideas and metaphors about God.
* Consider questions such as: what is God like? If God is invisible, can we imagine what God is like?
* Give simple reasons for their own views and ideas about God.
* Think of reasons why some people believe in God and some do not.
* Discover what Christians mean when they say ‘Father, Son and Holy Spirit’ for God
* Describe some simple Muslim beliefs about God based on 12 of the 99 Names of Allah
* Describe the Shahadah, the Muslim statement of faith in one God
* Describe the symbolism of Hindu murtis / statues of the gods and goddesses.
* Describe what Hindu people say about God (Ultimate Reality) and about their gods and goddesses.
 | * Look for similarities and differences between different ideas about God
* Compare some simple Muslim beliefs about God based on 12 of the 99 Names of Allah with beliefs about God held by Christians and/or Hindus
* Look for similarities and differences between different murtis of the gods and goddesses.
* Describe and compare the beliefs of different religions and of atheists
* Give reasons for different beliefs about God, e.g. that ultimate reality is like a prism.
* Consider questions such as: does God help people to be good? How can you be good without God?
* Express their own understanding of God
 | **L2.2 Why is the Bible important for Christians today?** | * Recall and name some Bible stories that inspire Christians
* Give simple reasons for their own ideas about the story in Genesis 1 and about the beauty of the earth.
* Consider questions such as when and why we need forgiveness and why it is hard to forgive others when we are wronged.
* Give simple reasons for ideas of their own about temptation.
 | * Describe what Christians and/or people from other religions believe makes their book sacred or holy.
* Describe how the bible is divided into books, chapters and verses, and arranged in two ‘Testaments.’
* Describe some things that Christians find helpful about reading their Bible?
* Look for similarities and differences between their own ideas about God and some Christian ideas
* Find out more about the ways Christians think of God and see the world
* Describe the story of Genesis chapter 1 and think and talk about the meaning of temptation.
*  Describe Jesus’ teaching about forgiveness.
 | * Suggest reasons why the bible is a best seller
* Describe the ‘big story’ of the Bible simply.
* Explain why some people find the bible can help them to live a better life.
* Explain the Christian belief that God loves to forgive people who are truly sorry. Link this to the big story of the bible and salvation
* Look for similarities and differences between different parables and different versions of the Prodigal Son.
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| **L2.3: Why is Jesus inspiring to some people?** | * Give simple definitions of key  Christian terms (e.g. gospel,  incarnation, salvation)
* Ask questions raised by the  stories and life of Jesus and  followers today
* Give examples of how Christians  are

 inspired by Jesus  * Suggest an example of how to

treat other people relating tothe Feeding of five thousand orthe Unforgiving servant | * Connect the story of the  unforgiving servant with an  example of Christian life or  action
* Connect the story of the feeding  of the five thousand with an  example of Christian life or  action
* Define clearly and illustrate key

Christian terms by referring to  events from Holy Week and  Easter Describe how and why Christians celebrate/mark  Palm  Sunday, Maundy Thursday,  Good Friday and Easter day. * Identify the most important  parts of Easter for Christians  and say

why they are important  | * Make connections between the  Easter story of Jesus and the  wider ‘big story’ of the Bible
* Connect up ideas like sin,  salvation and Jesus as God come  to earth with the story
* Give examples of  why these  ideas and stories inspire

Christians  * Present my own ideas about the

most important attitudes andvalues to have today, makinglinks with Christian values | **L2.4: Why do people pray?** | * Describe what some believers say and do when they pray (A1).
* Respond thoughtfully to examples of how praying helps religious believers (B2).
 | * Describe and outline some ways Christians pray, including using the Lord’s Prayer. (A2)
* Describe and outline some ways Muslims pray, including how they use the First Surah of the Holy Qur’an (A2)
* Describe and outline some ways some Hindus pray and worship, including using the Gayatri Mantra (A2)
* Make connections between what Christians, Muslims and Hindus believe about prayer and what they do when they pray (A3)
* 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)
 | * Explain similarities and differences between how people pray (B3)
* Consider and evaluate the significance of prayer in the lives of people today (A1)
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| **L2.5 Why are festivals important to religious communities?** | * Give examples of differences between Easter/Divali/Id ul Fitr or Pesach and other non-religious celebrations
* Retell the stories behind Easter  Retell the stories behind Id ul Fitr
* Retell the stories behind Divali
* Retell the stories behind Pesach
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 | * Make links between beliefs about Jesus and the celebration of Easter
* Make links between the symbols used by churches and Christians in holy week and the celebration of Easter
* Make links between the symbols on a seder plate and their meaning
* Make links between the story of Lakshmi and practices at Divali
* Suggest what matters most to believers at Easter/Id ul Fitr/Divali/Pesach
* Identify similarities and differences between the way two Christian denominations celebrate Easter
* Identify similarities and differences between the celebration of two festivals
* identify some of the celebrations that form a part of my own life
* Make links between things that are important in our community and celebrations that are held or could be held
 | * Express a reasoned response to questions such as Can the real meaning of a festival be preserved, or do the shops and shopping always take over?
* Explain what the story of Divali/Easter/Pesach/Id might mean to a believer today

  | **L2.6: Why do some people think that life is a journey? What significant experiences mark this?** | * Recall and name two different Christian celebrations of belonging/initiation
* Recall and name aspects of a Jewish Bar or Bat Mitzvah ceremony
* Recall and name aspects of the Hindu sacred thread ceremony
* Recall and name parts of a wedding ceremony for two different religions
* Identify at least two promises made at an initiation ceremony for Hindus, Christians or Jewish people and say why they are important
* Identify at least two promises made at a marriage ceremony for Hindus, Christians or Jewish people and say why they are important
 | * Describe how life is seen as a journey by some people
* Think of reasons why some people have rituals to mark important life events
* Describe two different Christian celebrations of belonging/initiation
* Describe what happen at a Jewish Bar or Bat Mitzvah ceremony
* Describe Hindu beliefs about the journey of life and death using key terms such as dharma, karma and moksha.
* Describe the significance of the Hindu sacred thread ceremony
* Describe a wedding ceremony for two different religions
* Consider questions about the importance and significance to Christians of different forms of baptism
* Suggest reasons why some Christians baptise babies at birth and others have believer’s baptism
* Suggest reasons why these ceremonies are significant to Jewish people
 | * Explain similarities and differences between different Christian belonging/initiation ceremonies
* Explain similarities and differences between the Bar and Bat Mitzvah ceremony
* Explain similarities and differences between the sacred ceremony and other ceremonies of commitment in Judaism or Christianity
* Explain similarities and differences between wedding ceremonies for two different communities
* Look for similarities and differences between the description of the journey of life for two different groups
* Consider questions such as what does it mean to become a Jewish adult
* Consider reasons and express their own ideas why some people choose to have a religious or a non-religious wedding ceremony
* Think of reasons why some people might not choose to have an initiation ceremony
* Consider questions such as What are the challenges people might face on the journey of life? Is being committed to a religion challenging? Why? Why not?
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|  **L2.7 What does it mean to be a Christian in Britain today?**  |

 | * Ask questions about what Christians do to show their faith (B1)
* Ask good questions about Christian worship music and how it shows beliefs (B1)
* Ask good questions about Holy communion and how it shows beliefs (B1)
 | * Describe two things that Christians do to show their faith making connections to a Christian belief or teaching for each (A1)
* Describe how one hymn or song shows specific Christian beliefs or teaching (A2)
* Describe two things that might be hard or a challenge about being a Christian (B2)
* Give reasons why Christians and others help other people (C2)
* Note similarities and differences between the reasons that religious people and on religious people give for helping people (C2)
* Describe an example of a Christian you have studied who helped others by his or her actions. Why did they do this? (C2)
 | * Explain similarities and differences between musical worship in two different churches (A3)
* Explain similarities and differences between Holy communion in two different Christian denominations (A3)
* Give 3 examples of what it is like to be a Christian in your town- make links with your own experience and observations. (C1)
 | **L2.8 What does it mean to be a Hindu in Britain Today?** | * Identify and name examples of what Hindus have and do at mandir to show their faith (A3).
* Identify and name what Hindus do during puja to show their faith (A3)
* Identify and name examples of what Hindus have and do in their families to show their faith (A3).
* Ask good questions about do at puja and how it shows Hindu faith (B1).
 | * Describe puja and how it shows Hindu faith (A1)
* 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).
* 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).
* Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, includingpupils themselves, help others (C2).
* Describe how the life of Gandhi shows Hindu beliefs in action (C2)
 | * Explain similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught (B3).
* Discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own experiences (C1).
* Discuss and present ideas about dharma for Hindu children in Britain today, making links to their own duties. (C1)
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| **L2.9 What can we learn from religions about deciding what is right and wrong?** | * Retell at least two

stories fromreligions that teachabout temptation* Describe what the

golden rule is andtalk about anexample ofsomeone followingit.* Recall and talk

about the tencommandments* Recall and talk

about thebeatitudes | * Describe what temptation is and how it can affect people’s behaviour.
* Make links between stories about temptation

examples of people being tempted now* Describe ways in which followers of Judaism

and Christianity might use the Beatitudesand Ten Commandments to help themdecide right and wrong* Explain how Golden Rule can be found in the

thinking of many different groups of peopleincluding Jewish people, suggest ways Jewishpeople might follow the rule* Give examples of how the ten commandments might show Jewish people how to live.
* Explain that many Christians are guided to

know what is right and wrong by words ofJesus, including the Beatitudes and two greatcommandments**.** | * Explain similarities and

differences between the tencommandments and theGolden rule* Explain some similarities and

differences between theBeatitudes and the TenCommandments.* Explain similarities and

differences between howhumanists and people fromreligious groups might thinkabout and react to situationswhere they are faced with amoral choice**.*** Express their views on the

importance of each of thencommandments |  |  |  |  |