



RE- Progression of Skills map

	Year 3	Year 4	Year 5	Year 6
Living Differences agreed syllabus	Children in KS2 are required to engage with and study further aspects of what it means to live life in the Christian traditions as well as depth studies of two additional religions; one across year 3 and 4 and another across year 5 and 6. <ul style="list-style-type: none"> - Understanding concepts within religions - Making connections between beliefs and practices and reflecting on their own ideas in response - The focus is the development of conceptual understanding through enquiry. 			
Religions and concepts covered	Christian faith- Concept: Message, Ritual, Storytelling, Identity Sikh faith: Identity, Sacred Place Peace	Christian Faith- Concept: Neighbour, Warning, Faith, Temptation Sikh faith: Wisdom, Interpretation	Christian Faith- Community, Interpretation, Symbol Islamic faith: Stewardship, Sacrifice	Christian faith- Message , Incarnation, resurrection, Rites of passage Islamic Faith- Ritual Revisit
<u>Knowledge and Skills</u> Communicate	<ul style="list-style-type: none"> Express creatively as well as describe their response to <i>message, ritual, storytelling</i>. Begin to describe their own response to <i>identity</i> 	<ul style="list-style-type: none"> Children express creatively as well as describe their responses to <i>neighbour, Wisdom, Warning and Faith</i>. 	<ul style="list-style-type: none"> explain the meaning of the concept <i>Community, Interpretation, Symbol and Stewardship</i>. 	<ul style="list-style-type: none"> Respond creatively as well as begin to explain a personal response to the concept of <i>incarnation, Message, rites of passage, Ritual</i>
Apply	<ul style="list-style-type: none"> Recognise and describe some examples of how their response to messages relates to their own and others' lives. begin to describe examples of how their response to <i>identity</i> affects their own and others' lives. 	<ul style="list-style-type: none"> Children recognise and describe how their responses to <i>neighbour</i> can be applied in their own lives and the lives of others. Pupils consider when or why they or others refer to someone being wise to apply the concept to their own life. 	<ul style="list-style-type: none"> start to explain how community is something relevant to all people. explain some examples of how <i>stewardship</i> can be applied in their own and others' lives. 	<ul style="list-style-type: none"> explain some examples of how the idea of <i>incarnation</i> might affect their own and others' lives. Explain some examples of how the concept of life as a journey marked by rites of passage can be applied in their own and others' lives.
Enquire	<ul style="list-style-type: none"> Accurately describe the concept of <i>messages</i> Start to describe the meaning of identity 	<ul style="list-style-type: none"> Can accurately describe the concept of Neighbour, faith and Wisdom 	<ul style="list-style-type: none"> Begin to explore the similarities and differences within communities. begin to explain what <i>stewardship</i> is. 	<ul style="list-style-type: none"> Accurately explain the Christian concept of <i>incarnation, resurrection and Ritual</i>. Accurately explain how important events are marked in religion by rites of passage.
Contextualise	<ul style="list-style-type: none"> Accurately describe what Christians believe Jesus' messages are Start to describe some variations in ways Sikhs express their identity during the 	<ul style="list-style-type: none"> Children can accurately describe how <i>neighbour</i> is contextualised within Christianity. Accurately describe with detail how the Gurus show 	<ul style="list-style-type: none"> Begin to explain how the Church is an important community to Christians. Explain how <i>stewardship</i> is expressed by Muslims 	<ul style="list-style-type: none"> Accurately explain how the birth narratives reflect the <i>incarnation</i> for Christians Accurately explain the meaning of the Muslim naming ceremony and the Hajj.

	<p>Baisakhi celebrations</p> <ul style="list-style-type: none"> • Begin to describe the features of a church which create a sense of the sacred 	<p><i>wisdom</i></p>	<ul style="list-style-type: none"> • Understand why the <i>symbols</i> of bread and wine are used by Christians. 	
<p>Evaluate</p>	<ul style="list-style-type: none"> • Discern and describe the value of Jesus' messages to Christians and the possible value for themselves and their communities • Begin to evaluate the value of <i>identity</i> to Sikhs and discern possible value for their own lives 	<ul style="list-style-type: none"> • Children can discern and describe the value of <i>neighbour</i> to Christians. Discern and describe the possible value for their own lives & communities • Evaluate the value of the Gurus' <i>wisdom</i> to Sikhs and the possible value of wisdom to themselves and their communities. • Evaluate the value of believers' interpretations of God and the possible value to themselves and their communities 	<ul style="list-style-type: none"> • Evaluate the significance of the concept to all people. • Discern the value of stewardship to Muslims and the possible value to themselves and their communities 	<ul style="list-style-type: none"> • Discern the value of the <i>incarnation for</i> Christian believers and discern the possible value for themselves and others • Discern the value of rites of passage to believers and the possible value for their own lives and communities.