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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. * I | * 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. |
| **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 to  the Feeding of five thousand or  the 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 and  values to have today, making  links 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) |
| **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 | * 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? |
| |  | | --- | | **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) |
| **L2.9 What can we learn from religions about deciding what is right and wrong?** | * Retell at least two   stories from  religions that teach  about temptation   * Describe what the   golden rule is and  talk about an  example of  someone following  it.   * Recall and talk   about the ten  commandments   * Recall and talk   about the  beatitudes | * 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 Beatitudes  and Ten Commandments to help them  decide right and wrong   * Explain how Golden Rule can be found in the   thinking of many different groups of people  including Jewish people, suggest ways Jewish  people 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 of  Jesus, including the Beatitudes and two great  commandments**.** | * Explain similarities and   differences between the ten  commandments and the  Golden rule   * Explain some similarities and   differences between the  Beatitudes and the Ten  Commandments.   * Explain similarities and   differences between how  humanists and people from  religious groups might think  about and react to situations  where they are faced with a  moral choice**.**   * Express their views on the   importance of each of then  commandments |  |  |  |  |