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| **Religious Education Skills Progression - Upper Key Stage 2** |
| Curriculum | Key Skills | Curriculum | Key Skills |
|  | Emerging (Y5) | Expected (Y6) | Exceeding |  | Emerging (Y5) | Expected (Y6) | Exceeding |
| **U2.1 Why do some people believe God exists?**  | * Give two reasons why some people believe in God, one reason why some people do not believe in God and one reason why some people have not decided.
* Define the terms; theism, atheism and agnosticism.
* show understanding of the difference between a fact, belief and opinion**.**
 | * Give several examples to show how believing in God can affect people’s lives differently
* Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging
* Express their own ideas about theism, atheism and agnosticism.
* Suggest answers to some of the Big Questions about the existence of God
* Consider reasons that people might believe or not believe in God
* Respond thoughtfully to the question, “Is God real?”, giving evidence to back up my ideas
* consider how facts, beliefs and opinions come about and how they are interpreted.
* respond thoughtfully to the question, “Is God real?”, giving evidence to back up my ideas.
 | * Describe and explain some of the differences between people’s ideas of what God is like and whether God exists
* Consider the different ways in which sacred text can be interpreted.
* Express and explain similarities and differences between Christian beliefs about how the world began.
* reflect upon the argument that God cannot be all-powerful and all-loving if the world is like this – full of suffering.
* Understand why the natural world is seen by many Christians as evidence for belief in God.
* some of the differences between people’s ideas of what God is like and whether God exists
 | **U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century?** | * Give an example of one thing that was part of the ‘mission’ of Jesus & something that some Christians do because of this
* Give an example of Jesus teaching on Love or forgiveness or fairness and justice or generosity and greed linking an example of a Christian following this teaching today
* Give their own ideas about the value of Love comparing it to the Christian idea of Love.
* Give their own ideas about forgiveness comparing it to Christian ideas about forgiveness
* Give their own ideas about fairness and justice comparing it to Christian ideas about fairness and justice
* Give their own ideas about generosity and greed comparing it to Christian ideas about fairness and justice
 | * Describe Jesus’ teaching on how his followers should live.
* Describe the ‘mission’ of Jesus and give examples of how this might mean Christians should live
* Interpret the widows offering and the story of Zaccheus saying what they show Christians about how they should handle wealth
* Describe some of Jesus’ stories, teachings and example to show why he saw forgiveness as so important.
* Explore and explain the impact of Jesus’ teaching on some examples of major Christian charities in the UK today.
* Use some examples of Christian text (scripture and prayer) to understand the way Christians believe we should treat each other in modern times,
* Give examples of how following the example of Jesus might have on Christians and other communities
* Discuss, argue about and develop a range of answers to moral dilemmas, using the teaching of Jesus to suggest what might be good or bad about different decisions.
 | * Explain the links between Jesus’ death on the cross and Christian belief in love and forgiveness, giving reasons why Christians want to follow Jesus.
* Compare Paul’s letter, 1 Corinthians 13:4–7 with Jesus’ teaching and example and explore the idea of agape love – self-sacrificial love.
* Investigate and explain the challenge of following Jesus’ teaching on Love, sharing their own ideas.
* Investigate and explain the challenge of following Jesus’ teaching on fairness and justice, sharing their own ideas.
* Account for the importance of forgiveness in Christianity: ‘without forgiveness, there is no Christianity’ (Dr Robert Beckford).
* Give reasons why some people don’t want to follow Jesus teaching today, including ideas about making my own choices about good and evil.
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| **U2.3 What do religions say to us when life gets hard?** | * Give a simple definition of the idea of the soul
* Give a simple definition of the ideas of heaven
* Give a simple definition of the ideas Karma and reincarnation
* Consider questions such as What happens when we die?
* Ask some questions of my own about life after death and suggest two different answers to the questions
 | * Give reasons why some people might be comforted by their beliefs when someone dies
* Describe the impact that the belief that we have a soul might have on the way someone might live their life
* Describe the Hindu belief in reincarnation and Karma
* Describe a link between a reading that might be used at a funeral and a Christian belief about life after death
* Describe what might happen in a Christian funeral explaining how it shows some Christian beliefs about life after death
* Explain some similarities and differences between the Muslim belief in Judgement and Christian belief in Judgement and how that is similar and different to the Hindu belief in reincarnation
* Describe similarities and differences between non-religious and Christian beliefs about the afterlife
* Look for similarities and differences between their own views about life after death and the beliefs of Hindus, Christians, Muslims or non-religious people
 | * Explain how believing in reincarnation might affect the way someone lives their life
* Describe the impact for a Christian and or a Muslim, of a belief in Judgement, in a series of areas of their life.
* Give reasons why non-religious people and Christians might choose to live their life in similar or different ways because of their beliefs
* Describe and explain their own ideas about life after death reflecting on ideas from at least two religions studied.
* Interpret artistic and poetic expressions of what happens when we die
 | **U2.4: If God is everywhere, why go to a place of worship?** | * Name the key features of a Church
* Name the key features of a Synagogue
* Name the key features of a Mandir and worship in the Hindu home
* Recount what Hindus say their places of worship are for.
* Recount what Jewish people say their places of worship are for
* Recount what Christian people say their places of worship are for
 | * Describe and explain differences within Anglican and Baptist churches
* Make links between Christian beliefs and features of these places of worship.
* Describe differences between worship in the home and at the mandir
* Describe the differences between different Jewish synagogues.
* Make links between Jewish beliefs and features of Jewish places of worship.
* Describe what places of worship are for
* Describe what people from different religions would say the most important function of their place of worship is
* Make links between Hindu beliefs and worship.
* Give examples of how places of worship are helpful to believers in difficult times
* Explain how and some people see the place of worship as being more about the people than the building
 | * Give reasons how and why believers suggest places of worship are significant in their lives
* Explain reasons for Hindu pilgrimage and why pilgrimage is important to Hindus
* Explain how different aspects of worship; silence, nature and being together, help Christians connect to God
* Give reasons why places of worship might be considered to be valuable in religious communities
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| **U2.5 Is it better to express your religion in arts and****architecture or in charity and generosity?** | * Respond with

ideas of theirown to the titlequestion* Find out about

religiousteachings,charities andways ofexpressinggenerosity* Describe and

recount twoMuslimteachings aboutCharity and givean example ofhow thesemight affect thebehaviour of aMuslim | * Understand different reasons why some buildings are

sacred* Consider, discuss and weigh up different views about

why mosques are important.* Consider, discuss and weigh up different views about

why Christian sacred buildings are important.* Consider, discuss and weigh up different views about
* why religious art is important.
* Suggest reasons, quoting religious sources, why
* Muslims consider charity and generosity important
* Notice, list and explain similarities and differences

between different sacred buildings.* Notice, list and explain similarities and differences

between Christian and Muslim sacred buildings.* Describe and make connections between examples of

religious creativity in Muslim buildings* Describe why mosques matter to the Muslim

community* Apply ideas about worship and belief for themselves in

a creative activity, using Christian scripture* Apply ideas about generosity from scriptures, Muslim

and Christian, to the title question.* Suggest reasons why some people may be critical of

religious art / architecture, and why some woulddefend it as important. | * Outline how and

why someHumanistscriticise spendingon religiousbuildings or art* Examine the title

question fromdifferentperspectives,including theirown* Weigh up which

has greaterimpact – art orcharity? Considerwhat the worldwould be likewithout great artor architecture.What about aworld withoutcharity orgenerosity? | **U2.6 What does it mean to be a Muslim in Britain today?** | * Describe what the five pillars of Islam are
* Give examples of how each pillar might affect the life of a Muslim
* Identify three reasons why the Qur’an is important to Muslims
* Give an example of how following the teaching of the Qur’an might affect what a person does in their life
* Describe what the Mosque is used for
 | * Make links between Muslim practice of the five pillars and Muslim beliefs about God
* Make links between Muslim practice of each of the five pillars and Muslim beliefs about Prophet Muhammad
* Describe and reflect on how the Qur’an is significant to Muslims
* Describe and reflect on how other forms of guidance eg Hadith are significant to Muslims
* Compare, noting similarities and differences, the guidance I use to the guidance used by a Muslim
* Identify and explain connections between the main functions of the Mosque and Muslim beliefs
 | * Offer my views and ideas on the value and importance of prayer in the life of a Muslim
* Offer my views and ideas on the value and importance of the Qur’an and Hadith in the life of a Muslim
* Offer my views and ideas on the value and importance of fasting, charity and celebrations in the life of a Muslim
* Explain what different people think it means to be a Muslim
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|  **U2.7 What matters most to Christians and to Humanists?**  |

 | * Identify the values found in stories and texts (A2).
* Suggest ideas about why humans can be both good and bad, making links with

Christian ideas (B3). | * Describe what Christians mean about humans being made in the image of God and being ‘fallen’, giving examples (A2).
* Describe some Christian and Humanist values simply (B3).
* Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied (C3).
* Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2).
 | * Give examples of similarities and differences between Christian and Humanist values (B3).
* Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning (C2).
 | **U2.8 What difference does it make to believe in Ahimsa****(harmlessness), Grace (the generosity of God), and Ummah (community)?** | * Describe what Ahimsa

means to Hindu people* Describe what grace means

to Christian people* Describe what the Ummah

means to Muslim people* Give examples of the

meanings of big ideas inreligion* Describe links between

Gandhi’s beliefs and theway he chose to live his life* Describe a Christian

inspirational personexemplified the idea ofsacrifice.* Respond sensitively to

examples of religiouspractice with ideas of theirown* Give some examples of

what difference religiouscommitments make tosome people’s lives* Describe 3 different ways in

which the Muslim Ummahsupports Muslim people allover the world | * Make connections between beliefs and

behaviour in different religions* Make connections between belief in

ahimsa, grace and Ummah, teachings andsources of wisdom in the three religions* Describe the impact of some of Gandhi’s

principles and show how his words can beused to address contemporary situations* Explain the connection between the work

of Sewa UK to the Hindu concepts of sewaand ahimsa.* Make connections between beliefs and

behaviour in Christian religion* Make connections between belief in the

grace of God teachings and sources ofwisdom in the three religions* Outline the challenges of being a Hindu,

Christian or Muslim in Britain today* Consider similarities and differences

between beliefs and behaviour in differentfaiths* Describe some of the impacts of religious

commitments on life.* To debate and give reasons for decisions

about a religious issue: what matters mostin the worldwide Muslim community?* Explain links between the stories of Jesus

and the chosen leader using the conceptsof grace, generosity and forgiveness. | * Explain similarities in

ways in which keybeliefs make adifference to life intwo or threereligions* Explain the

importance of theconcepts of Ahimsa(to Hindus), Grace(to Christians) andthe Ummah (toMuslims)* Consider and

evaluate thesignificance of thethree key ideasstudied, in relationto their own ideas |