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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. |
| **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 |
| **U2.5 Is it better to express your religion in arts and**  **architecture or in charity and generosity?** | * Respond with   ideas of their  own to the title  question   * Find out about   religious  teachings,  charities and  ways of  expressing  generosity   * Describe and   recount two  Muslim  teachings about  Charity and give  an example of  how these  might affect the  behaviour of a  Muslim | * 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 would  defend it as important. | * Outline how and   why some  Humanists  criticise spending  on religious  buildings or art   * Examine the title   question from  different  perspectives,  including their  own   * Weigh up which   has greater  impact – art or  charity? Consider  what the world  would be like  without great art  or architecture.  What about a  world without  charity or  generosity? | **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 |
| |  | | --- | | **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 in  religion   * Describe links between   Gandhi’s beliefs and the  way he chose to live his life   * Describe a Christian   inspirational person  exemplified the idea of  sacrifice.   * Respond sensitively to   examples of religious  practice with ideas of their  own   * Give some examples of   what difference religious  commitments make to  some people’s lives   * Describe 3 different ways in   which the Muslim Ummah  supports Muslim people all  over the world | * Make connections between beliefs and   behaviour in different religions   * Make connections between belief in   ahimsa, grace and Ummah, teachings and  sources of wisdom in the three religions   * Describe the impact of some of Gandhi’s   principles and show how his words can be  used to address contemporary situations   * Explain the connection between the work   of Sewa UK to the Hindu concepts of sewa  and ahimsa.   * Make connections between beliefs and   behaviour in Christian religion   * Make connections between belief in the   grace of God teachings and sources of  wisdom 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 different  faiths   * Describe some of the impacts of religious   commitments on life.   * To debate and give reasons for decisions   about a religious issue: what matters most  in the worldwide Muslim community?   * Explain links between the stories of Jesus   and the chosen leader using the concepts  of grace, generosity and forgiveness. | * Explain similarities in   ways in which key  beliefs make a  difference to life in  two or three  religions   * Explain the   importance of the  concepts of Ahimsa  (to Hindus), Grace  (to Christians) and  the Ummah (to  Muslims)   * Consider and   evaluate the  significance of the  three key ideas  studied, in relation  to their own ideas |