

Progression of Skills Religious Education

Mile Post 1	Basic Foundations	Advancing	Deep
1.1 Who is a Christian and what do they believe?	<ul style="list-style-type: none"> • Talk about the fact that Christians believe in God and follow the example of Jesus (A1). • Recognise some Christian symbols and images used to express ideas about God (A3). 	<ul style="list-style-type: none"> • Talk about some simple ideas about Christian beliefs about God and Jesus (A1). • Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2). • Talk about issues of good and bad, right and wrong arising from the stories (C3). • Ask some questions about believing in God and offer some ideas of their own (C1). 	<ul style="list-style-type: none"> • Make links between what Jesus taught and what Christians believe and do (A2). • Respond thoughtfully to a piece of Christian music and a Bible text that inspired it (B1).
1.5 What makes some places sacred?	<ul style="list-style-type: none"> • Recognise that there are special places where people go to worship, and talk about what people do there(A1). • Identify at least three objects used in worship in two religions(A3). 	<ul style="list-style-type: none"> • Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they're used (A3). • Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2). • good questions during a school visit about what happens in a church, synagogue or mosque (B1). • Describe some of the ways in which people use music in worship, and talk about how 	<ul style="list-style-type: none"> • Suggest meanings to religious songs, responding sensitively to ideas about thanking and praising(A2) • Show that they have begun to be aware that some people regularly worship God in different ways and in different places (B3).

		different kinds of music make them feel (C1)	
1.7 What does it mean to belong to a faith community?	<ul style="list-style-type: none"> • Talk about what is special and of value about belonging to a group that is important to them(B2). • Show an awareness that some people belong to different religions(B1). 	<ul style="list-style-type: none"> • Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3). • Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean(A1) • Identify two ways people show they belong to each other when they get married(A1). • Respond to examples of co-operation between different people(C2) 	<ul style="list-style-type: none"> • Give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences (B2). • Identify some similarities and differences between the ceremonies studied (B3)
1.2 Who is a Muslim and what do they believe?	<ul style="list-style-type: none"> • Talk about the fact that Muslims believe in God(Allah)and follow the example of the Prophet Muhammad(A1) • .Recognise that Muslims do not draw Allahor the Prophet butuse calligraphy, for example, to say what God is like (A3) 	<ul style="list-style-type: none"> • Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1). • Re-tell a story about the life of the Prophet Muhammad (A2). • Recognise some objects used by Muslims and suggest why they are important (A2). • Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how 	<ul style="list-style-type: none"> • Make links between what the Holy Qur'an says and how Muslims behave (A2) • Ask some questions about God that are hard to answer and offer some ideas of their own (C1).

		this might make them feel (B1).	
1.3 Who is Jewish and what do they believe?	<ul style="list-style-type: none"> • Talk about the fact that Jewish people believe in God (A1). • Recognise that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat) (A3)(C1).Exceeding: 	<ul style="list-style-type: none"> • Talk about how the mezuzah in the home reminds Jewish people about God (A3) • Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means (A2). • Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1). • Ask some questions about believing in God and offer some ideas of their own 	<ul style="list-style-type: none"> • Make links between some Jewish teachings and how Jewish people live (A2) • Express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways(C1).
1.8 How should we care for others and the world, and why does it matter?	<ul style="list-style-type: none"> • Talk about how religions teach that people are valuable, giving simple examples (B1) • Recognise that some people believe God created the world and so we should look after it (A2) 	<ul style="list-style-type: none"> • Re-tell Bible stories and stories from another faith about caring for others and the world (A2). • Identify ways that some people make a response to God by caring for others and the world(B1 • Talk about issues of good and bad, right and wrong arising from the stories (C3) • Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2) 	<ul style="list-style-type: none"> • Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories(B1) • Answer the title question thoughtfully, in the light of their learning in this unit (C1)

		<ul style="list-style-type: none">• Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1)	
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Believing: Know about and understand a range of religious and non-religious worldviews.

Expressing: Express ideas and insights about the nature, significance and impact of religious and nonreligious worldviews.

Living: Gain and deploy the skills needed to engage seriously with religious and nonreligious worldviews.

Mile Post 2	Basic Foundation	Advancing	Deep
L2.1 What do different People believe about God?	<ul style="list-style-type: none"> Identify beliefs about God that are held by Christians, Hindus and/or Muslims (B1) Retell and suggest the meanings of stories from sacred texts about people who encountered God (A1).(B1). 	<ul style="list-style-type: none"> Describe some of the ways in which Christians Hindus and/or Muslims describe God(A1) Ask questions and suggest some of their own responses to ideas about God (C1) Suggest why having a faith or belief in something can be hard (B2). Identify how and say why it makes a difference in people's lives to believe in God 	<ul style="list-style-type: none"> Identify some similarities and differences between ideas about what God is like in different religions (B3). Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts (C1).
L2.4 Why do people pray?	<ul style="list-style-type: none"> Describe what some believers say and do when they pray (A1). Respond thoughtfully to examples of how praying helps religious believers (B2).(B3). 	<ul style="list-style-type: none"> Describe the practice of prayer in the religions studied (A2) Make connections between what people 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 	<ul style="list-style-type: none"> Explain similarities and differences between how people pray (B3) Consider and evaluate the significance of prayer in the lives of people today (A1).
L2.7 What does it mean to be a Christian today?	<ul style="list-style-type: none"> Identify and name examples of what Christians have and do in their families and at church to show their faith(A3). Ask good questions about what Christians do to show their faith (B1) 	<ul style="list-style-type: none"> Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1). Describe some ways in which Christians express their faith through hymns and modern worship songs (A2). Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2) Discuss links between the actions of Christians in helping others and ways 	<ul style="list-style-type: none"> Explain similarities and differences between at least two different ways of worshipping in two different Christian churches (A3). Discuss and present ideas about what it means to be a Christian in Britain today, making links with their own experiences (C1).

		in which people of other faiths and beliefs, including pupils themselves, help others	
L2.8 What does it mean to be a Hindu today?	<ul style="list-style-type: none"> Identify and name examples of what Hindus have and doing their families and at mandir to show their faith (A3) Ask good questions about what Hindus do to show their faith (B1) 	<ul style="list-style-type: none"> Describe some examples of what Hindus do to show their faith, and 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, including pupils themselves, help others 	<ul style="list-style-type: none"> (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)
L2.6 Why do people think that life is like a journey and what significant experiences mark this?	<ul style="list-style-type: none"> Recall and name some of the ways religions mark milestones of commitment (including marriage) (A1). Identify at least two promises made by believers at these ceremonies and say why they are important (B1). 	<ul style="list-style-type: none"> Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2). Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean(A3) Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people(B2) Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief 	<ul style="list-style-type: none"> Explain similarities and differences between ceremonies of commitment (B3). Discuss and present their own ideas about the value and challenge of religious commitment in Britain today (C2).

<p>L2.9 What can we learn from religions about deciding what is right and wrong?</p>	<ul style="list-style-type: none"> Recall and talk about some rules for living in religious traditions (B2). Find out at least two teachings from religions about how to live a good life (C3). 	<ul style="list-style-type: none"> Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions(B1) Make connections between stories of temptation and why people can find it difficult to be good (A2) Give examples of ways in which some inspirational people have been guided by their religion(B1). Discuss their own and others' ideas about how people decide about right and wrong 	<ul style="list-style-type: none"> Explain some similarities and differences between the codes for living used by Christians and the followers of at least one other religion or non-religious belief system(B3) Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity(C3).
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Mile Post 3	Basic Foundation	Advancing	Deep
U2.1 Why do some people think that God exists	<ul style="list-style-type: none"> Define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs (B1). Give two reasons why a Christian believes in God and one why an atheist does not 	<ul style="list-style-type: none"> Outline clearly a Christian understanding of what God is like, using examples and evidence (A2). Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2). Express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1). Present different views on why people believe in God or not, including their own ideas 	<ul style="list-style-type: none"> Explain how Christians sometimes disagree about what God is like, giving examples of how they interpret texts differently (B3). into what some atheists, agnostics and theists say about God, expressing their own ideas and arguments, using evidence and examples(C1).
U2.4 If God is everywhere, why go to a place of worship?	<ul style="list-style-type: none"> Recall and name some key features of places of worship studied (A1). Find out about what believers say about their places of worship 	<ul style="list-style-type: none"> Make connections between how believers feel about places of worship in different traditions (A3). Select and describe the most important functions of a place of worship for the community (B3) Give examples of how places of worship support believers in difficult times, explaining why this matters to believers(B2) Present ideas about the importance of people in a place of worship, rather than the place itself 	<ul style="list-style-type: none"> Outline how and why places of worship fulfil special functions in the lives of believers (A3). Comment thoughtfully on the value and purpose of places of worship in religious communities (B1).
U2.6 What does it mean to be a Muslim in Britain today?	<ul style="list-style-type: none"> Describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims (A1). three reasons why the Holy Qur'an is important to Muslims, and how it makes a difference to how they live (B1). 	<ul style="list-style-type: none"> Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2). Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2). Make connections between the key functions of the mosque and the beliefs of Muslims(A1) 	<ul style="list-style-type: none"> Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life (B1) Answer the title key question from different perspectives, including their own (C1)

		<ul style="list-style-type: none"> Describe and reflect on the significance of the Holy Qur'an to Muslims (B1). 	
U2.3 What to religions say to us when life gets hard	<ul style="list-style-type: none"> Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life (B1) Give simple definitions of some key terms to do with life after death, e.g. Salvation, heaven, reincarnation 	<ul style="list-style-type: none"> Express ideas about how and why religion can help believers when times are hard, giving examples (B2). Explain some similarities and differences between beliefs about life after death (B2). Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3). Outline Christian, Hindu and/or non-religious beliefs about life after death (A1). 	<ul style="list-style-type: none"> Explain what difference belief in judgement/heaven/karma/reincarnation might make to how someone lives, giving examples (B1). Interpret arrange of artistic expressions of afterlife, offering and explaining different ways of understanding (B3).
U2.9 What can be done to reduce racism? Can religion help?	<ul style="list-style-type: none"> Describe examples of what is unjust about racism, referring to teaching from different religions and worldviews (A1). Respond sensitively to religious engagements with racism with ideas of their own (B2). Find out about at least two examples of anti-racism that have been effective 	<ul style="list-style-type: none"> Describe examples of connections between anti-racism and religion (A1). Understand the challenges racism presents to human communities and consider different religious responses (B2). Discuss their own and others' ideas about reducing racism and prejudice, informed by rich knowledge of case studies (C3) 	<ul style="list-style-type: none"> Explain how different religious leaders have responded to the challenges of racism in and beyond their own communities (A1). Consider and evaluate the significance of at least three key ideas about racism they have studied, in relation to their own ideas (B3) Express ideas about a religious question to do with reducing prejudice and racism, e.g. through the creative arts or in reasoned argument (C3)
U2.10 Green religion? How and why should religious communities do	<ul style="list-style-type: none"> Describe some key environmental problems and some key religious teachings about the Earth (A1). 	<ul style="list-style-type: none"> Make connections between beliefs about the earth and activist behaviour in different religions (A1) 	<ul style="list-style-type: none"> Explain similarities and differences between religious beliefs about the Earth

more to care for the earth?	<ul style="list-style-type: none"> Respond sensitively to examples of green religious practice with ideas of their own (B2). Find out about two examples of religious projects seeking to have an environmental impact 	<ul style="list-style-type: none"> Understand the challenges facing the planet and responses from different religions (B2) Discuss their own and others' ideas about the kinds of collaboration, activism and commitment needed to 'save the Earth' 	<ul style="list-style-type: none"> (A1).Consider and evaluate the contributions religions can make to environmental protection (B3).Express ideas about key questions to do with the need for 'greener religions'
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