

<u>Skills and Knowledge</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>	<u>End of KS2 expectations</u>
<p>Know about & Understand A1. Describe, explain, and analyse beliefs, and practices, recognising the diversity which exists within and between communities;</p>	<p>Describe what some believers say and do when they pray. Consider and evaluate the significance of prayer in lives of people today. Retell and suggest the meaning of stories from sacred texts about people who encountered God.</p> <p>Describe some ways in which Christians, Hindus and/or Muslims describe God.</p> <p>Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression.</p> <p>Describe some examples of what Christians do to show their faith and make connections with some Christians beliefs and teachings.</p> <p>Describe some examples of what Hindus do to show their faith and make connections with some Hindy beliefs and teaching about aims and duties in life.</p>	<p>Recall and name some of the ways religions mark milestones of commitment (including marriage) Make connections between some of Jesus' teachings and the way Christians live today.</p> <p>Describe how Christians celebrate Holy Week and Easter Sunday.</p> <p>Make connections between the Easter story of Jesus and the wider 'big story' of the Bible (creation, the Fall, incarnation, salvation), reflecting on why this inspires Christians.</p> <p>Confidently give examples of what Christians do to show their faith and make connections with some Christians beliefs and teachings.</p> <p>Confidently give examples of what Hindus do to show their faith and make connections with some Hindy beliefs and teaching about aims and duties in life.</p>	<p>Recall and name some key features of places of worship studied. Make connections between some of Jesus' teachings and the way Christians live today.</p> <p>Describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims.</p> <p>Make connections between the key functions of the mosque and the beliefs of Muslims.</p>	<p>Describe and make connections between examples of religious creativity (buildings and art) Outline Christian, Hindu and/or non-religious beliefs about life after death Describe what Ahimsa, Grace or Ummah mean to religious people.</p> <p>Make connections between beliefs and behaviour in different religions.</p> <p>Make connections between belief in Ahimsa, Grace and Ummah, teaching and sources of wisdom in the three religions.</p> <p>Explain similarities in ways in which key beliefs make a different to life in two or three religions.</p>	<p>Describe and make connections between different features of the religions and world views they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas;</p>

A2. Identify, investigate, and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and world views;	<p>Describe some ways in which Christian express their faith through hymns and modern worship.</p> <p>Describe the practice of prayer in the religions studied.</p> <p>Retell some stories behind festivals (eg- Christmas, Diwali and Pesach)</p> <p>Make connections between stories, symbols and beliefs with what happens in at least 2 festivals.</p> <p>Recall and name some Bible stories that inspire Christians.</p> <p>Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation.</p> <p>Explain how the Bible uses different kinds of stories to tell a big story.</p>	<p>Make connections between stories of temptation and why people can find it difficult to be good.</p> <p>Describe some ways in which Hindus express their faith through puja, aarti and bhajans.</p> <p>Suggest why some people see life as a journey and identify some of the key milestones on this journey.</p> <p>Give simple definitions of some key Christian terms (eg- gospel, incarnation, salvation) and illustrate them with events from Holy week and Easter.</p>	<p>Make connections between Muslim practice of the Five Pillars and their belief about God and the Prophet Muhammad.</p> <p>Describe the forms of guidance a Muslim uses and compare them to form of guidance experience by the pupils.</p> <p>Outline clearly a Christian understand of what God is like, using example and evidence.</p> <p>Outline Jesus' teaching on how his followers should live.</p> <p>Explain the links between Jesus death on the cross and Christian belief in love and forgiveness, giving reasons why Christians want to follow Jesus.</p>	<p>Identify the values found in stories and texts.</p> <p>Describe what Christians mean about humans being made in the image of God and being 'fallen' give examples.</p>	<p>Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities;</p>
A3. Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning;	<p>Identify and name examples of what Christians have and do in their families and at church to show their faith.</p> <p>Identify and name examples of what Hindus have and do in their</p>	<p>Suggest why some people see life as a journey and identify some of the key milestones on this journey</p>	<p>Give two reasons why a Christian believes in God and one why an atheist does not.</p>	<p>Give simple definitions of some key terms to do with life after death, eg salvation, heaven and reincarnation.</p>	<p>Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning;</p>

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<p>Express and Communicate B1. Explain reasonably their ideas about how beliefs, practices and forms of expression, influence individuals and communities;</p>	<p>Ask good questions about what Christians do to show their faith.</p> <p>Ask good questions about what Hindus do to show their faith.</p> <p>Identify how and say why it makes a difference in people's lives to believe in God.</p> <p>Identify beliefs about God that are held by Christians, Muslims and/or Hindus.</p> <p>Identify at least two ways Christians use the Bible in everyday life.</p> <p>Give examples of how and suggest reasons why Christians use the Bible today.</p>	<p>Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions.</p> <p>Give examples of ways in which some inspirational people have been guided by their religion.</p> <p>Identify at least two promised made by believers at these ceremonies and say why they are important.</p> <p>Ask questions raised by the stories of life of Jesus and followers today and give examples of how Christians are inspired by Jesus.</p>	<p>Identify three reasons why the Holy Qur'an is important to Muslims, and how it makes a different to how they live.</p> <p>Comment thoughtfully on the value and purpose of places of worship in religious communities.</p> <p>Define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs.</p> <p>Express thoughtful ideas about the impact of believing or not believing in God on someone's life.</p> <p>Explain the impact Jesus' example and teachings</p>	<p>Describe and reflect on the significance of the Holy Qur'an to Muslims.</p> <p>Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslims daily life.</p> <p>Raise thoughtful questions and suggest some answers about life, death, suffering and what matters most in life.</p> <p>Explain what difference belief in judgement/heave/karma/reincarnation might make to how someone lives, giving examples.</p>	<p>Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities;</p>

		Identify the most important parts of Easter for Christian and say why they are important.	might have on Christians today.		
B2. Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value;	<p>Suggest at least 2 reasons why being a Christian is a good thing in Britain today.</p> <p>Suggest at least 2 reasons why being a Hindu is a good thing in Britain today.</p> <p>Respond thoughtfully to examples of how praying helps religious believers.</p> <p>Describe ways in which prayer can comfort and challenge believers.</p> <p>Recognise and identify some differences between religious festivals and other types of celebrations.</p> <p>Ask questions and give ideas about what matters most to believers in festivals (eg Easter, Eid)</p> <p>Suggest why having a faith or belief in something can be hard.</p> <p>Suggest why Christians believe that God needs to rescue/save human begins.</p>	<p>Suggest at least 2 reasons why being a Christian is a good thing in Britain today and 2 reasons why it might be hard sometimes.</p> <p>Suggest at least 2 reasons why being a Hindu is a good thing in Britain today and 2 reasons why it might be hard sometimes.</p> <p>Recall and talk about some rules for living in religious traditions.</p> <p>Ask questions and give ideas about what matters most to believers in festivals (eg Easter, Eid)</p> <p>Suggest how and why religious festivals are valuable to many people.</p> <p>Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people.</p>	<p>Give examples of how places of worship support believers in difficult times, explain why these matters to believers.</p> <p>Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging.</p>	<p>Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.</p> <p>Respond sensitively to examples of religious practice with ideas of their own.</p> <p>Outline the challenges of being a Hindu, Christian or Muslim in Britain today</p> <p>Respond with ideas of their own to the title question.</p> <p>Suggest reasons why some believers see generosity and charity as more important than buildings and art.</p> <p>Express ideas about how and why religion can help believers when times are hard, giving examples.</p>	<p>Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives;</p>

<p>B3. Appreciate and appraise varied dimensions of religion;</p>	<p>Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray.</p> <p>Explain similarities and differences between how people pray.</p> <p>Identify some similarities and differences between ideas about what God is like in different religions.</p>	<p>Explain similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught.</p> <p>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.</p> <p>Explain similarities and differences between ceremonies of commitment.</p>	<p>Select and describe the most important functions of a place of worship for the community.</p>	<p>Consider and evaluate the significance of three key ideas studies, in relation to their own ideas.</p> <p>Consider similarities and differences between beliefs and behaviour in different faith.</p> <p>Give examples of similarities and differences between Christian and Humanist values.</p> <p>Describe some Christian and Humanist values simply.</p> <p>Suggest ideas about why humans can be both good and bad, making links with Christians and Humanist ideas</p> <p>Explain how Christians sometimes disagree about what God is like, giving examples of how they interpret texts differently.</p> <p>Show understanding of the value of sacred buildings and art.</p> <p>Explain some reasons why Christians and Humanists have different ideas about an afterlife.</p> <p>Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding.</p>	<p>Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and world views;</p>
<p>Gain & deploy skills: C1. Find out about and investigate key concepts and questions of belonging,</p>	<p>Explore and suggest ideas about what is worth celebrating and remembering in religious</p>	<p>Discuss and present ideas about what it means to be a Christian in Britain</p>	<p>Present ideas about the importance of people in places of worship, rather than the place itself.</p>	<p>Answer the title key question from different perspectives, including their own</p>	<p>Discuss and present thoughtfully their own and others' views on challenging questions about belonging,</p>

<p>meaning, purpose and truth, responding creatively;</p>	<p>communities and in their own lives.</p> <p>Ask questions and suggest some of their own responses to ideas about God.</p> <p>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.</p>	<p>today, making links with their own experiences.</p> <p>Discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own experiences.</p> <p>Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief.</p>	<p>Present different views on why people believe in God or not, including their own ideas.</p> <p>Enquire into what some atheists, agnostics and theists say about God, expressing their own ideas and arguments, using evidence and examples.</p>	<p>Examine the title question from different perspectives, including their own.</p>	<p>meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry;</p>
<p>C2. Enquire into what enables different communities to live together respectfully for the wellbeing of all;</p>	<p>Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.</p> <p>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.</p>	<p>Discuss and present their own response about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media.</p> <p>Discuss and present their own ideas about the value and challenge of religious commitment in Britain today.</p> <p>Present their own ideas about the most important attitudes and values to have today, making links with Christian values.</p>	<p>Find out about what believers say about their places of worship.</p>	<p>Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace in the light of their learning.</p> <p>Apply ideas about values and from scriptures to the title question.</p>	<p>Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect;</p>

<p>C3. Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.</p>	<p>Discuss their own and others' ideas about why humans do bad things and how people try to put things right.</p>	<p>Discuss their own and others ideas about how people decide right and wrong.</p> <p>Express ideas about right and wrong, good and bad for themselves including ideas about love, forgiveness, honesty, kindness and generosity.</p> <p>Suggest some ideas about good ways to treat others, arising from their learning.</p>	<p>Discuss their own ideas about the importance of values to live by, comparing them to Christian ideas.</p> <p>Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today.</p> <p>Investigate and explain the challenges of following Jesus' teaching about love, forgiveness, justice and/or generosity, expressing their own ideas.</p>	<p>Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace in the light of their learning.</p> <p>Express their own ideas about some big moral concepts, such as fairness, or honesty comparing them with the ideas of others they have studied.</p> <p>Find out about religious teachings, charities and ways of expressing generosity.</p>	<p>Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</p>
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