

RELIGIOUS EDUCATION

Skills and Knowledge Progression



We align our topics and units of study with the National Curriculum; however, we enrich our provision with the Discovery RE scheme of work and Oakfield’s learning experiences that enable pupils to enjoy learning for life.

By the end of Key Stage 2, pupils will have a good understanding of Christianity as well as learning about Buddhism, Hinduism, Islam, Judaism and Sikhism. RE is taught using an enquiry based approach and provides opportunities for SMSC development. Pupils will be able to explain how beliefs resonate in their own lives and how this might be different for other people. They will express their own thoughts having reflected on them in relation to other people’s. They will recall facts and religions and explain differences in practice and interpretation within and between religions.

Pupils should be taught to:

Investigate the beliefs and practices of religions and other world views.
Investigate how religions and other world views address questions of meaning, purpose and value.
Investigate how religions and other world views influence morality, identity and diversity.

Skills covered in RE: describe, discover more, respond thoughtfully, observe and suggest reasons, suggest reasons, reflect and make connections between different ideas, consider, compare and contrast, offer ideas and clear responses.

The Discovery RE curriculum is based on enquiry. The key question for each unit will be referenced in lesson FlipCharts/PowerPoints throughout each unit and the children will write the key question into their book at the start of every unit. The key questions can be found in the Discovery RE curriculum overview.

The end point for each lesson is shared through differentiated success criteria which are linked to the lesson’s learning objective. At the end of each unit, the whole theme is assessed and children are awarded either Working Towards, Expected or Greater Depth.

Vocabulary linked to each unit can be found in the Discovery RE scheme of work. Pupils will be introduced to and encouraged to use specialist technical language which will be given to them at the start of a lesson or topic.

	Year 3	Year 4	Year 5	Year 6
Topics Studied				
Knowledge & Skills				
World Religions	<p>Hinduism (A1) I can tell you three important actions I could take to support a group I belong to. I can discuss my understanding of my group's symbol.</p> <p>I can describe some of the ways Hindus celebrate Divali and start to explain how I think Hindu children might feel at Divali.</p> <p>I can start to say why Divali might bring a sense of belonging to Hindus.</p> <p>Hinduism (Su1): I can explain some of the different roles I play whilst still being me.</p> <p>I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything.</p> <p>I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus.</p> <p>Sikhism (Su2): I can discuss why it is important to share even though it is not always easy.</p> <p>I can describe some ways that Sikhs share and begin to explain why this is important to them because of their beliefs.</p> <p>I can begin to tell you if I think sharing is important or not to Sikhs.</p>	<p>Judaism (A1) I can give examples of agreements and contracts and explain how I would feel if one was broken. I can tell you an affirmation/promise I would like to make. I can start to explain what makes Jewish people believe they have a special relationship with God. I can tell you some of the ways Jewish people express their special relationship with God and start to understand how that might feel.</p> <p>Judaism (Sp1): I can discuss why I would choose to follow an instruction not to eat certain foods, who I would listen to and why. I can describe some of the things Jews do to show respect to God. I can start to identify how it would feel to keep Kashrut.</p> <p>Buddhism (Su1): I can describe one of my 'good' choices and the consequence of it. I can also explain the consequences of making a different choice. I can describe how aspects of the 8-fold path would help Buddhists know how to live good lives. I can start to tell you why some aspects of the 8-fold path might be hard for some Buddhists to stick to.</p>	<p>Sikhism (A1) I can identify the different levels of commitment I show to different things and explain these priorities. I can make links between how Sikhs practise their religion and the beliefs that underpin this. I can respectfully ask questions about some of the ways Sikhs choose to behave and the levels of commitment they show.</p> <p>Hinduism (Sp1) I can describe some of the characteristics that make me me even when I am playing different roles. I can make links between Hindu beliefs regarding Brahman and gods with how they choose to live their lives, (assessed through Activity Sheet 2). I can express my understanding of how Brahman can/ cannot be in everything.</p> <p>Hinduism (Su1) I can start to express my own views about life after death. I can compare Hindu and Christian beliefs relating to life after death and tell you how these make a difference to believers' lives. I can express my own views about Hindu beliefs and whether they make sense to me or not</p>	<p>Islam (A1) I can show an understanding of why people show commitment in different ways. I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others. I can think of some ways of showing commitment to God that would be better than others for Muslims.</p> <p>Islam (Su1 & 2) I can give examples of times when I misinterpreted something. I can explain two different Muslim interpretations of Jihad. I can recognise what motivates me or influences me to lead a good life and compare it with what motivates and influences Muslims</p>

<p>Christianity</p>	<p>(A2): I can explain what Christmas means to me and talk about whether this involves giving and receiving gifts. I can start to explain the Christian belief that Jesus was God in human form and why God gave him the world. I can start to tell you what Christmas means to Christians and what it means to me.</p> <p>(Sp1): I can talk about some of the things in the world that people think of as miracles and begin to tell you about a miracle I would like to see happen today. I can explain one Christian viewpoint about one of Jesus' healing miracles. I can start to say whether I believe Jesus actually healed people or not.</p> <p>(Sp2): I can suggest how a person may rescue/help others who are in difficult situations. I can start to tell you why Christians believe Jesus' death is important. I can start to reflect on whether I agree with Christian beliefs about Jesus' death.</p>	<p>(A2): I can design a symbolic object to show the significance of Christmas or the Christmas holiday to me. I can describe one thing a Christian might learn about Jesus from a Christmas symbol. I can ask questions about what Christmas means to Christians and compare this with what it means to me.</p> <p>(Sp2): I can talk about what sort of help I might need to show forgiveness. I can describe what a Christian might learn about forgiveness from a Biblical text. I can show an understanding of how Christians believe God can help them show forgiveness.</p> <p>(Su2): I can explain some of the feelings my special place gives me and suggest why that is. I can describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism. I can start to understand the impact a Christian's special place has on him/her.</p>	<p>(A2): I can start to explain how 'true' could mean different things to different people, and how stories can be 'true' in different ways. I can start to explain the Christian belief that Jesus was the Incarnation of God. I can start to express an opinion on whether the Christmas story is true and what this might mean to Christians.</p> <p>(Sp2): I can give an example of someone with a strong sense of purpose for their life and give my opinions on this. I can start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week. I can start to express my opinion about Jesus' crucifixion being his destiny/purpose.</p> <p>(Su 2): I can show an understanding of why people show commitment in different ways. I can describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others. I can explain why I think some ways of showing commitment to God would be better than others for Christians</p>	<p>(A2): I can explain the qualities needed in different people because of the important jobs they are chosen to do. I can make links between the Virgin Birth and Christian beliefs about Jesus (Incarnation). I can start to consider my own response to the Christian belief in the Virgin birth, showing respect to Christian views.</p> <p>(Sp1): I can express the feelings I have when I think about situations or things I would like to last forever. I can make links between different Christian beliefs and their views on whether anything is ever eternal. I can reflect on my own beliefs about whether anything is eternal.</p> <p>(Sp2): I can explain how the influence people have had on me has affected what I see as important. I can explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted. I can give my opinion as to whether Christianity is a strong religion now and say why I think this.</p>
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