



CHJS R.E. Progression of Knowledge & Skills



Knowledge	Year 3	Year 4	Year 5	Year 6
<p>A. Know about and understand a range of religions and worldviews.</p>				
<p>A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.</p>	<p>Describe what some believers say and do when they pray. Describe religions and worldviews, connecting ideas.</p> <p>Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression.</p> <p>Order creation and fall, incarnation, gospel and salvation within a timeline of the Bible's 'Big Story.'</p>	<p>Place the concepts of God and Creation on a timeline of the Bible's big story.</p> <p>Describe religions and worldviews, connecting ideas.</p> <p>Offer suggestions about what the description of Pentecost in Acts 2 might mean.</p> <p>Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and</p>	<p>Identify some different types of biblical texts, using technical terms accurately.</p> <p>Explain connections between biblical texts and Christian ideas of God, using theological terms.</p> <p>Identify features of Gospel texts (for example, teachings, parable, narrative).</p> <p>Make connections between the key functions of the mosque and the beliefs of Muslims.</p>	<p>Outline Christian, Hindu and/or nonreligious beliefs about life after death.</p> <p>Outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation.</p> <p>Suggest meanings for resurrection accounts, and compare their ideas with ways in which Christians interpret these texts, showing awareness of the centrality of the</p>

	<p>Identify the difference between 'Gospel', which tell the story and teaching of Jesus, and a letter.</p> <p>Identify the Gospel as the part that tells the story of the life and teaching of Jesus.</p>	<p>teachings about aims and duties in life.</p>	<p>Outline ideas and practices, linking different viewpoints.</p>	<p>Christian belief in Resurrection.</p> <p>Outline the importance of Creation on the timeline of the 'big story' of the Bible.</p> <p>Explain connections between the story of Moses and the concepts of freedom and salvation, using theological terms.</p> <p>Outline ideas and practices, linking different viewpoints.</p>
<p>A2. 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>	<p>Describe the practice of prayer in the religions studied.</p> <p>Make clear links between the story of Noah and the idea of covenants.</p> <p>Make connections between stories in the Bible and what Christians believe about</p>	<p>Make connections between stories, symbols and beliefs with what happens in at least two festivals.</p> <p>Make links between Genesis 1 and what Christians believe about God and creation.</p>	<p>Outline clearly a Christian understanding of what God is like, using examples and evidence.</p> <p>Taking account of the context, suggest meanings of Gospel texts studied, and compare their ideas with ways in which</p>	<p>Explain connections between Luke 24 and the Christian concepts of Sacrifice, Resurrection, Salvation, Incarnation and Hope, using theological terms.</p> <p>Identify what type of text some Christians say Genesis 1 is, and its purpose.</p>

	<p>creation, the Fall and salvation.</p> <p>Offer suggestions for what the texts about the entry to Jerusalem, and the death and resurrection of Jesus might mean.</p> <p>Offer suggestions for what the texts about the baptism and Trinity might mean.</p> <p>Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.</p>	<p>Make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth. Give examples of what Pentecost means to some Christians now.</p> <p>Suggest why some people see life as a journey and identify some of the key milestones on this journey .</p> <p>Describe some ways in which Hindus express their faith through puja, aarti and bhajans.</p>	<p>Christians interpret biblical texts, showing awareness of different interpretations.</p> <p>Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad.</p> <p>Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils.</p>	<p>Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples.</p>
<p>A3. Explore and describe a range of beliefs, symbols and actions so that they can understand</p>	<p>Make connections between what people believe about prayer and</p>	<p>Identify similarities and differences in the way festivals are celebrated</p>	<p>Make connections between how believers feel about places of</p>	<p>Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas</p>

<p>different ways of life and ways of expressing meaning.</p>	<p>what they do when they pray.</p> <p>Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression.</p> <p>Give examples of what the texts studied mean to some Christians today.</p> <p>Offer suggestions for what Jesus' actions towards the Leper might mean for a Christian.</p>	<p>within and between religions.</p> <p>Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean.</p>	<p>worship in different traditions.</p>	<p>with ways in which Christians interpret it, showing awareness of different interpretations.</p>
<p>Skills</p>	<p>Year 3</p>	<p>Year 4</p>	<p>Year 5</p>	<p>Year 6</p>
<p>B. Express ideas and insights about the nature, significance and impact of religions and worldviews.</p>				
<p>B1. Observe and understand varied</p>	<p>Give examples of how and suggest reasons</p>	<p>Describe what Christians do because they believe</p>	<p>Express thoughtful ideas about the impact</p>	<p>Make clear connections</p>

<p>examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</p>	<p>why Christians use the Bible today.</p> <p>Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.</p> <p>Describe how Christians show their beliefs about God the Trinity in worship and in the way they live.</p> <p>Make simple links between Bible texts and the concept of ‘Gospel’ (Good News).</p> <p>Give thoughtful responses using different forms of expression in RE.</p>	<p>God is creator. (For example follow God, wonder at how amazing God’s creation is; care for the earth in some specific ways).</p> <p>Give thoughtful responses using different forms of expression in RE.</p>	<p>of believing or not believing in God on someone’s life.</p> <p>Make clear connections between Bible texts studied and what Christians believe about God; for example, through how churches are designed.</p> <p>Make clear connections between Gospel texts, Jesus’ ‘good news’, and how Christians live in the Christian community and in their individual lives.</p> <p>Describe and reflect on the significance of the Holy Qur’an to Muslims.</p> <p>Express ideas of their own thoughtfully.</p>	<p>between Christian belief in the Resurrection and how Christians worship on Good Friday and Easter Sunday.</p> <p>Make clear connections between Genesis 1 and Christian belief about God as Creator.</p> <p>Express ideas of their own thoughtfully.</p>
<p>B2. Understand the challenges of commitment to a</p>	<p>Describe ways in which prayer can comfort and challenge believers.</p>	<p>Ask questions and give ideas about what matters most to</p>	<p>Give examples of how places of worship support believers in</p>	<p>Express ideas about how and why religion can help believers when</p>

<p>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>Make simple links between promises in the story of Noah and promises that Christians make during a wedding ceremony.</p> <p>Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.</p> <p>Give examples of how Christians try to show their love for all, including how members of the clergy follow Jesus' teaching.</p>	<p>believers in festivals (e.g. Easter, Eid).</p> <p>Make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities.</p> <p>Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people.</p> <p>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.</p>	<p>difficult times, explaining why this 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>Show how Christians put their beliefs into practice in worship.</p>	<p>times are hard, giving examples.</p> <p>Explain some similarities and differences between beliefs about life after death.</p> <p>Show understanding of why many Christians find science and faith go together.</p> <p>Make clear connections between Bible texts studied and what Christians believe about being the People of God and how they should behave.</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>
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<p>B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.</p>	<p>Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray.</p>		<p>Select and describe the most important functions of a place of worship for the community.</p>	<p>Explain some reasons why Christians and Humanists have different ideas about an afterlife.</p> <p>Show how Christians put their beliefs into practice in different ways.</p> <p>Explain ways in which some Christians put their beliefs into practice by trying to bring freedom to others.</p> <p>Describe some Christian and Humanist values simply.</p>
<p>C. Gain and deploy the skills needed to engage seriously with religions and worldviews.</p>				

<p>C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</p>	<p>Consider and discuss questions, ideas and points of view.</p> <p>Make links between some of the stories and teachings in the Bible and life in the world today, expressing some of their own clearly.</p> <p>Make links between some Bible texts and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is about.</p>	<p>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.</p> <p>Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief.</p> <p>Consider and discuss questions, ideas and points of view.</p>	<p>Present ideas about the importance of people in a place of worship, rather than the place itself.</p> <p>Present different views on why people believe in God or not, including their own ideas.</p> <p>Apply ideas about religions and worldviews thoughtfully.</p>	<p>Explain why some people find belief in the Resurrection makes sense and inspires them.</p> <p>Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.</p> <p>Apply ideas about religions and worldviews thoughtfully.</p>
<p>C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.</p>	<p>Make links between the story of Noah and how we live in school and the wider world.</p> <p>Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly.</p>	<p>Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.</p> <p>Make links between ideas about the Kingdom of God explored in the Bible</p>	<p>Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.</p> <p>Relate biblical ideas, teachings or beliefs (for</p>	<p>Offer and justify their own responses as to what difference belief in Resurrection might make to how people respond to challenges and problems in the world today.</p>

		<p>and what people believe about following God in the world today, expressing some of their own ideas.</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>example, about peace, forgiveness, healing) to the issues, problems and opportunities of their own lives and the life of their own community in the world today, offering insights of their own.</p>	
<p>C3. 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>	<p>Discuss their own and others' ideas about why humans do bad things and how people try to put things right.</p>			<p>Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account.</p> <p>Identify ideas about freedom and justice arising from their study of Bible texts and comment on how far these are helpful or inspiring, justifying their responses.</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.
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