



## Curriculum map - progression in skills - Religious Education (in accordance with Kent Agreed Syllabus)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Know about and understand religions and worldviews</b>	<p>Identify a special time they celebrate and what celebration means.</p> <p>Recognise some symbols and images used to express ideas.</p> <p>Recognise that there are special places where people go to worship and talk about what people do there.</p> <p>Talk about a belief in God for some communities.</p> <p>Talk about some of the stories that are used in religious contexts and why people still read them.</p> <p>Identify at least three objects used in worship in two religions.</p> <p>Talk about ways in which religious figures are special. Recognise that some people believe God created the world so we should look after it.</p>	<p>Retell some stories behind festivals.</p> <p>Retell stories about care for the world.</p> <p>Recognise religious objects and suggest why they are important and how they are used.</p> <p>Retell religious stories from more than one faith and explain what they mean.</p> <p>Make simple links between belief and practice.</p> <p>Make links between the messages within sacred texts and the way people live.</p>	<p>Retell stories linked to festivals and say why they are important to believers.</p> <p>Recall and name some of the ways religions mark milestones of commitment.</p> <p>Retell and suggest the meanings of stories from sacred texts about people who encountered God.</p> <p>Recall and names some stories from sacred texts that inspire. Describe what some believers say or do as they pray.</p>	<p>Make connections between stories, symbols and beliefs and what happens in at least two festivals.</p> <p>Identify similarities and differences in the way festivals are celebrated within and between religions.</p> <p>Suggest why some people see life as a journey and identify some of the key milestones on this journey.</p> <p>Describe what happens in ceremonies of commitment and say what these rituals mean.</p> <p>Describe some of the ways religious groups describe God.</p> <p>Make connections between stories within a sacred text.</p> <p>Give simple definitions of some key religious terminology such as gospel, incarnation and salvation.</p> <p>Describe the practise of prayer.</p> <p>Make connections between stories about temptation and why people can find it difficult to be good.</p>	<p>Give simple definitions of some key terms to do with life after death such as salvation, heaven, reincarnation.</p> <p>Describe what Ahimsa, Grace and Ummah mean to religious people.</p>	<p>Outline religious and/or non religious beliefs about life after death.</p> <p>Describe and make connections between examples of religious creativity.</p> <p>Describe the forms of guidance religious people use and compare them to the forms of guidance experienced by the pupil.</p> <p>Make connections between the key functions of a religious building and the beliefs of the religious community.</p> <p>Make connections between beliefs and behaviour in different religions.</p>
<b>Expressing and communicating ideas related to religions and</b>	<p>Recognise ways that people treat their sacred books.</p> <p>Talk about how religions teach people that they are valuable, giving simple</p>	<p>Recognise that sacred texts contain stories which are special to many people and should be treated with respect.</p>	<p>Recognise and identify some differences between religious festivals and other types of celebrations. Identify beliefs about God.</p>	<p>Give examples of how and suggest reasons why religious groups use their sacred text today.</p> <p>Ask questions and give ideas</p>	<p>Identify three reasons why a sacred text is important to a religious group and how it makes a difference to how they live.</p>	<p>Offer interpretations of two parables and say what they might teach people about how to live.</p> <p>Express ideas about how and</p>

<p><b>worldviews.</b></p>	<p>examples.</p> <p>Talk about what is special and of value about belonging to a group that is important to them.</p> <p>Show an awareness that some people belong to different religions.</p>	<p>Identify ways that festivals are marked and identify how this might make people feel.</p> <p>Talk about special religious days and give examples of what might be done to celebrate.</p> <p>Talk about ways in which stories, objects, symbols and actions show what people believe.</p> <p>Ask questions and suggest answers to questions about stories to do with religious festivals.</p> <p>Identify ways that some people make a response to God by caring for others and the world.</p>	<p>Respond thoughtfully to examples of how praying helps religious believers.</p> <p>Recall and talk about some rules for living in religious traditions.</p>	<p>about what matters most to believers in festivals.</p> <p>Suggest reasons why marking milestones of life are important to religious communities.</p> <p>Suggest why having faith or belief in something can be hard.</p> <p>Identify how and say why it makes a difference to people's lives to believe in God.</p> <p>Describe ways in which prayer can comfort and challenge believers.</p> <p>Describe and comment on similarities and differences between how different religions pray.</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>Raise thoughtful questions and suggest some answers about life, death, suffering and what matters most in life.</p>	<p>why religion can help believers when times are hard, giving examples.</p> <p>Explain some similarities and differences between beliefs about life after death.</p> <p>Explain some reasons why groups of people have different ideas about an afterlife.</p> <p>Show an understanding of the value of sacred buildings and art.</p> <p>Suggest reasons why some believers see generosity and charity as more important than buildings and art.</p> <p>Outline the challenges of belonging to a religious community in Britain today.</p> <p>Consider similarities and differences between beliefs and behaviour in different faiths.</p>
<p><b>Gaining and deploying the skills for studying religions and worldviews</b></p>	<p>Begin to ask questions about believing God and begin to develop their own ideas.</p> <p>Begin to ask questions arising from stories across more than one faith.</p> <p>Begin to describe some ways in which people worship.</p> <p>Begin to talk about the different between good and bad.</p> <p>Begin to express their own ideas about stewardship.</p>	<p>Ask some questions about believing in God and offer some ideas of their own.</p> <p>Ask and suggest answers to questions arising from stories across more than one faith.</p> <p>Describe some of the ways in which people use music in worship and talk about how different kinds of music makes them feel.</p> <p>Talk about issues of good and bad, right and wrong arising from stories.</p>	<p>Suggest some ideas about good ways to treat others arising from their learning.</p> <p>Find out about at least two teachings from religions about how to live a good life.</p>	<p>Ask questions and suggest some of their own responses to ideas about God.</p> <p>Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own 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 ideas about how people decide right and wrong.</p>	<p>Discuss their own ideas about the importance of values to live by, comparing them to religious ideas.</p>	<p>Express their own understanding of what a religious figure would do in relation to a moral dilemma from the world</p>

		<p>Use creative ways to express their own ideas about the creation story.</p> <p>Respond to examples of cooperation between different people.</p>				
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