



Progression of Knowledge and Skills in RE

Strand	Year 3	Year 4	Year 5	Year 6
<p>Beliefs and teachings (what people believe)</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> -Be aware that different people 'see' God in different ways, and some don't believe in God at all -To know that many Christians perceive God as the Trinity: Father, Son and Holy Spirit -To know that the gurus are honoured but never worshipped. Sikhs only worship one God. -To know that Easter celebrates the resurrection of Jesus -To know that Jesus told parables to teach people about God and how He wants people to behave -To know some of the teachings within parables (The Lost Sheep) and stories from the Guru (Lalo and Bhago) -Know the role of Guru Gobind Singh in the 	<p>Knowledge:</p> <ul style="list-style-type: none"> -To know that Jews worship one God -To know the synagogue is an important place of worship and community -To know that Moses is an important figure in Judaism and know key events of his life such as freeing the Israelites/ receiving the Ten Commandments -To know that Prophet Muhammad (PBUH) is an example for Muslims. They follow him but do not worship him. -Muslims believe the Holy Qur'an is the word of Allah -Christians believe Jesus told parables to teach people how to live and to help them understand God -To know some of Jesus's miracles and know how miracles differ from 'magic' 	<p>Knowledge:</p> <ul style="list-style-type: none"> -To know that Muslims follow 5 Pillars of Islam: belief, prayer, charity, fasting and pilgrimage -To know that The Lord's Prayer is important because Christians believe Jesus taught it -Know some ways that Jews, Hindus, Muslims, Sikhs and Christians pray -Know how beliefs and teachings can make contributions to the lives of individuals and communities -To know the ACTS prayer structure for Christian prayer. <p>Skills:</p> <ul style="list-style-type: none"> -Suggest meanings for the Muslim's practice of the pillars -Explain how Christian prayer is linked to teachings from the Bible 	<p>Knowledge:</p> <ul style="list-style-type: none"> -Recognise how some teachings and beliefs are shared between religions -Know the religious diversity of Wolverhampton, referring to people, places and census data -Know a story from Jesus, Prophet Muhammad and Guru Nanak about money and generosity -To know that Humanists are non-religious people who have a set of beliefs and a 'code for living' which does not refer to God -To know that Jesus taught key values of love and forgiveness in his parables and actions (The Good Samaritan/ his crucifixion) -Know Guru Nanak's key teachings and values with a focus on what the Mool



 <p>Uplands Junior School</p>	<p>establishment of the Khalsa (during Vaisakhi).</p> <p>Skills:</p> <ul style="list-style-type: none"> -Use adjectives to describe characteristics of God -To be able to identify one or more characteristics of God from parables told by Jesus -Use a developing religious vocabulary to describe key aspects of Guru Nanak's teachings -Retell part of a story from Easter, Eid-UI-Fitr or Vaisakhi -identify and begin to describe some similarities and differences in beliefs across two or more religions. 	<ul style="list-style-type: none"> -To understand that Hindus worship many Gods as representations of one supreme being -Know the functions of the Trimurti. <p>Skills:</p> <ul style="list-style-type: none"> -Make links between stories in the Torah and Jewish beliefs -Describe how the Prophet is honoured by Muslims -Show understanding of a range of sayings and stories of the Prophet -To understand what Jesus's miracles, show Christians about him. 	<ul style="list-style-type: none"> -Identify the impact of The Lord's Prayer on Christians -Retell the story of Jesus' temptation and make links to stories about temptation from other texts (religious and non-religious) -Identify beliefs about God that can be seen in the words of prayers from a range of religions -Respond thoughtfully to the idea that some people pray everyday and others not at all. 	 <p>Uplands Junior School</p> <p>Mantar teaches Sikhs about God</p> <p>Skills:</p> <ul style="list-style-type: none"> -Compare key beliefs and teachings of religions studied across the key stage, using appropriate vocabulary and demonstrating respect and tolerance -Describe how faith charities put teachings into action, linking religious beliefs and texts to the work of Christian Aid, Islamic Relief and Khalsa Aid -Identify similarities and differences between the beliefs and values of Christians and Humanists.
<p>Practices, rituals, ceremonies and lifestyles (what people do in their day to day lives)</p>	<p>Knowledge:</p> <ul style="list-style-type: none"> -To know that prayer is a means of communicating with God for believers and to identify how artefacts can help with focus -To know that holy festivals are an opportunity to show devotion to God 	<p>Knowledge:</p> <ul style="list-style-type: none"> -To know that Jews rest on Shabbat and that this links to the creation story in the Torah, as well as being the 4th Commandment. - To know that the Qur'an gives lots of teachings about how Muslims should live 	<p>Knowledge:</p> <ul style="list-style-type: none"> -To know that Islam is a way of life and the pillars support Muslims to put their faith into everything they do -To know that Muslims pray five times a day and to know reasons for this 	<p>Knowledge:</p> <ul style="list-style-type: none"> -To know how and why Christians find the community of the church so important and that shared belief makes a difference to life. - As above for Hindus/ Mandir -Know that Sikhs celebrate Diwali by remembering Guru



<p>Uplands Junior School</p>	<p>-To know that a Gurdwara is a sacred place for Sikhs where they come together to worship God and learn from the Guru Granth Sahib -All Gurdwaras have a langar hall where vegetarian food is shared freely and everyone is welcomed.</p> <p>Skills: -Make links between the stories of Guru Nanak and the way Sikhs live today -Suggest why festivals are important to believers -Begin to make comparisons between festivals from three different religions.</p>	<p>-To know key events from Holy Week remembered by Christians in the 7 days before Easter - To know that Hindus use all 5 senses in worship.</p> <p>Skills: -Describe how Jews practise their faith on Shabbat - To explain how Muslims show respect for the Qur'an in many ways -Make links between the Gospel stories and Easter celebrations today - Record how each sense is used in puja and look at ways this can make it special.</p>	<p>-To know the ritual of 'stoning the Devil' on the Muslim pilgrimage (Hajj) -To know that many believers start their day with prayer (e.g. Hindu Gayatri Mantra) and explore reasons for this.</p> <p>Skills: -To identify feelings associated with submission and prayer -Describe how a Muslim observes some of the pillars -Apply ideas of duty, choice and strength to some of the things they do in life -To recognise the different ways in which prayer can be used in Christian life -Describe the impact of prayer across different religions -Identify similarities and differences in prayer in different faiths.</p>	<p>Hargobind releasing Hindu princes from unfair imprisonment.</p> <p>Skills: -Describe, understand and explain differences and similarities in worship for Christians and Hindus -Evaluate the impact of religious charitable action in the world -Give an insightful idea about how Guru Nanak would see Wolverhampton today, and why, relating their ideas to sources of authority in Sikhism.</p>
<p>Expression and language (how beliefs are expressed, books</p>	<p>Knowledge: -Know why Gandhi chose to wear simple clothes and to have few possessions</p>	<p>Knowledge: -To know that it is forbidden in Islam to represent Allah or the Prophet in images or representations</p>	<p>Knowledge: -Know and describe three different prayers from three different religions</p>	<p>Knowledge: -Know key similarities and differences in worship between Hindus and Christians, referring to</p>



Respect For All
**scriptures,
 symbols and art)**

-To know that joining the Khalsa is a way to express devotion to Sikhism, both outwardly in wearing the 5Ks and inwardly by making promises to God
 -To know that the Guru Granth Sahib is regarded as a living Guru and Sikhs show their respect in many ways.

Skills:
 -Be able to express their own reactions and ideas about God
 -Begin to identify religious symbolism in different forms of art and communication
 -Explain meaning in a story from a holy text
 -To explore symbols of respect for the Guru Granth Sahib (e.g. covering head, bowing...) and understand that the greatest respect is shown by Sikhs living a life inspired by the teachings of the gurus.

-Muslims usually say 'Peace be upon Him' when they mention the Prophet.
 -Describe some ways that Jesus has been represented in art and music
 -To know artefacts that may be found on Hindu shrines and how they help with worship.

Skills:
 -Explain the symbolism behind Jewish practice at Pesach e.g. the symbolic meaning of the food on a Seder plate
 - show understanding of why Jesus is portrayed in different ways in art
 -suggest meanings from stories and symbols of Jesus, including the 'I am...' sayings from John 6:35-15:5
 -Connect stories, symbols and beliefs with what happens at Diwali
 -Respond to examples of Hindu religious practice in the

-Know that music can make worship more powerful and meaningful for Christians
 -Know that Christians use music in accordance with Bible teachings e.g. (Psalms).

Skills:
 -Recognise the symbolic nature of rituals Christian use in prayer and worship
 -Give reasons for their own ideas about light and darkness and associated concepts (truth, fear, ignorance, warmth)
 -Use religious stories as a starting point for reflection on their own attitudes
 -Compare how music is used in different denominations of Christianity.



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practices at home and in the Mandir
 -Know that Hindu murtis represent different functions of Brahman.

Skills:
 -To evaluate the websites of the three charities and identify how they express key beliefs to gain more support
 -Express their own ideas and beliefs about wealth, poverty and fairness through art
 -To identify the role of murtis in worship (darshan) and how their stories and symbolism help Hindus to understand God.



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<p>Meaning and purpose (making sense of life, identity and who we are/ time to reflect and personal growth)</p>	<p>Knowledge: -To understand that there are similarities and differences between people and respect those differences -To know that Guru Nanak promoted values of equality and taught that 'all paths' (religions) lead to God.</p> <p>Skills: -Identify ways that Guru Nanak is an example for how Sikhs live their lives -Identify ways that Gandhi inspires Hindus -begin to offer suggestions about why religious leaders have acted the way they have -Begin to link teachings and actions to the UNCRC. For example Sikh langar promotes equality and non-discrimination: Article 2.</p>	<p>Knowledge: -To know that some questions have no agreed answers -Know that religion plays an important role in the lives of some (but not all) people and begin to see that this can be a key part of their identity and sense of belonging.</p> <p>Skills: -Express their views sensitively on the pros and cons of keeping Shabbat. What would they enjoy/ find difficult? -Explain the qualities of a good leader, giving reasons -Make a link between a story of the Prophet and how some people think badly about other religions. Consider ways to promote peace. -Ask and suggest responses to questions that have no agreed answers -Begin to apply ideas about community to worship: is it</p>	<p>Knowledge: -To understand that prayer is an important part of what it means to be Christian -Know how and why people pray and meditate in different religions -Know that forgiveness is an important value shared by different religions.</p> <p>Skills: -Respond thoughtfully to questions about the purpose of prayer -To consider the value of prayer from different perspectives -Give reasons why some people pray every day and others not at all -Make links between praying to God and other relationships -suggest meanings in stories about temptation -Predict consequences of good or bad choices</p>	<p>Knowledge: -Show understanding of the richness of religious diversity in the UK and Wolverhampton -To know how three faith charities are involved on global poverty issues -Know some key similarities and differences between Sikh, Hindu, Muslim, Jewish and Christian views of God and humanity.</p> <p>Skills: -Ask good questions about religious diversity -Apply ideas like respect, tolerance and community cohesion to some issues of diversity and living together -Evaluate own behaviour and beliefs, linking it to religious difference/ respect -Make a link between own ideas about wealth and poverty and the work of one of the charities studied</p>



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<p>Values and commitments (making sense of right and wrong)</p>	<p>Knowledge: -To know the importance of langar in Sikhism as a way to promote equality and generosity -To understand the Hindu concept of Ahimsa and how this shaped many of Gandhi's thoughts on non-violent protest -To know that standing up for your beliefs is important to Sikhs and others (link to articles 12 and 13).</p> <p>Skills: -Ask and respond sensitively to questions about inspiring</p>	<p>Knowledge: -To know that freedom and hope are important values at the heart of Passover -To know that Muslims follow in the footsteps of Muhammad (pbuh) sharing the values that he taught eg. caring for all living creatures, justice for all... -To know that many religions have a 'leader' and that believers do their best to follow them. - To know that for Christians, Jesus is their 'foundation' who they build their lives on (Parable of the Two Builders)</p>	<p>Knowledge: -Know some stories about temptation: Adam and Eve (Genesis 3), the Temptations of Jesus (Matthew 4), Ibrahim rejecting the Devil/obeying Allah -To know that forgiveness is a key value for Christians and Muslims -To know that Muslims 'stone the Devil' during Hajj as a reminder to pursue a life of submission to Allah -Know that for Roman Catholics the sacrament of reconciliation emphasises the importance of repentance and</p>	<p>Knowledge: -Know that community harmony isn't always easy to achieve and suggest reasons for this (link to Article 2: non-discrimination) -Humanists are 'good without God', looking at the potential consequences of their actions to determine 'right or wrong' -To know that different people have different values and these show in our actions -Know that peace is valued by Christians and Humanists.</p> <p>Skills:</p>



	<p>leaders and how they can influence the choices that believers make</p> <ul style="list-style-type: none">-Make links between Gandhi's beliefs and the way he chose to live his life-To discuss personal beliefs or ideals they would stand up for-Describe how shared values in a community can affect behaviours and outcomes-To identify good triumphing over evil in a range of stories (e.g. Rama and Sita) and how this can inspire moral values and new beginnings.	<ul style="list-style-type: none">- To know some of the 'Beatitudes' and that they contain advice on how to live. <p>Skills:</p> <ul style="list-style-type: none">-Make links between the value of keeping promises in their own lives, and in the story of Abraham and God-To respond thoughtfully to concepts around freedom and identity, and why these are so important at Pesach- Be able to explain some of the wise sayings of the Prophet Muhammad (pbuh) and how Muslims abide by them today. Be able to explain their impact and give opinions on the teachings they agree with- Give reasons why we might need 'leaders' in our life e.g. to guide, comfort, inspire...- To consider the foundations for their own lives and reflect on what makes them happy.	<p>confession as essential to forgiveness.</p> <p>Skills:</p> <ul style="list-style-type: none">-To reflect on the value of prayer for those who believe and for those who have no particular religious faith-Respond thoughtfully to ideas about resisting temptation-Make links between the teachings of the religions studied and the way people behave-Apply ideas from religions to questions about resisting temptation- Identify times when pupils are tempted to do wrong and how they resist.	<ul style="list-style-type: none">-Use skills of self-expression, argument and debate in the context of community harmony-Express own ideas about treating others with justice and fairness in light of their learning about faith charities-To be able to suggest ways to build peace in our society-Develop arguments about how and why Sikhism teaches and practices gender equality-To identify ways that Humanists establish moral values based on human nature and experience, considering the consequences of their actions.
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