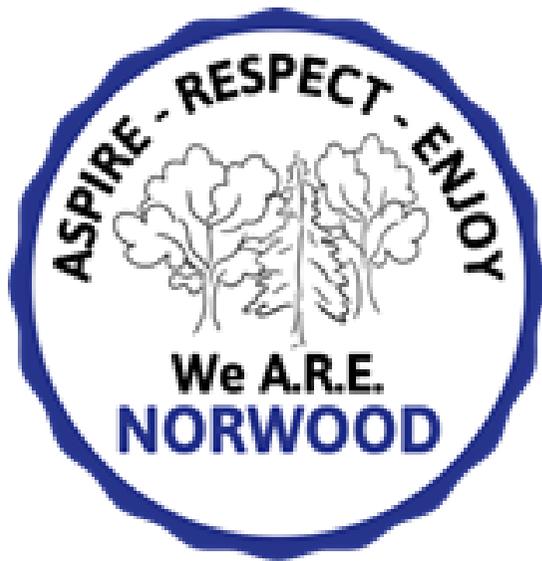


# Curriculum Skills and Progression Map Religious Education



## Key Concepts:

Believing

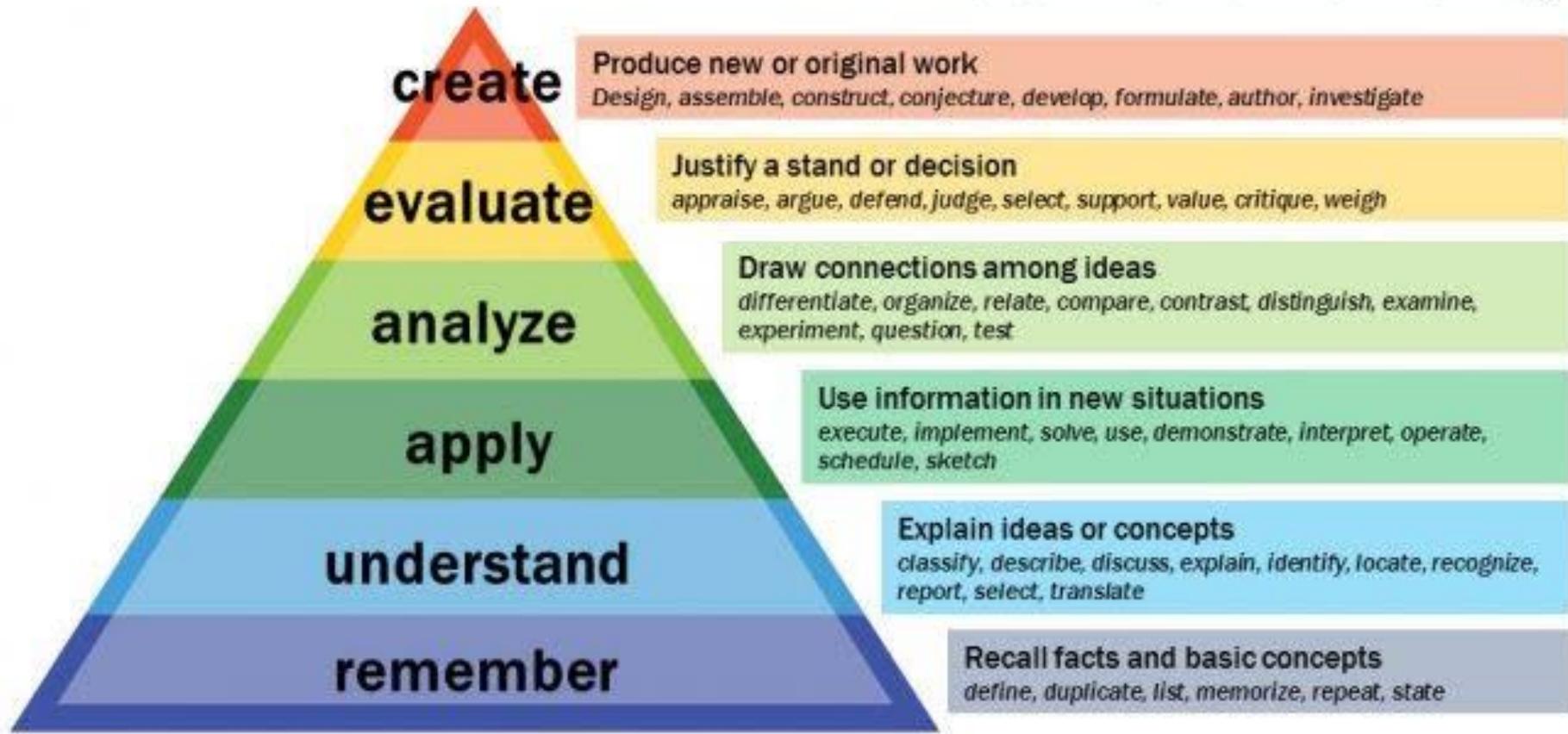
Expressing

Living

**Progression in RE at Norwood**

Our RE progression builds upon existing knowledge each year through our progressive big questions. New religions and concepts are introduced to the children year on year and their ability to use this knowledge is progressive, through the stages of Bloom's Taxonomy. Within the EYFS, our children are exposed to religions, some for the first time, and this sets a foundation to begin Year 1. Children then progress from the first stage of 'understanding' in Year 1, to 'creating' in Year 6.

# Bloom's Taxonomy



## Curriculum Skills and Progression Map

Organisation of knowledge	Believing	Living	Expressing
Relevant ELG	<p><b>ELG: listening, attention and understanding</b></p> <ul style="list-style-type: none"> <li>- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</li> <li>- Make comments about what they have heard and ask questions to clarify their understanding</li> </ul> <p><b>ELG: self-regulation</b></p> <ul style="list-style-type: none"> <li>- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li> </ul> <p><b>ELG: people, culture and communities</b></p> <ul style="list-style-type: none"> <li>- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</li> <li>- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and - when appropriate - maps</li> </ul>		
Vocabulary:	<p><b>Attitudes, diversity, customs, beliefs, celebrations, places of worship, communities, culture, experiences, families, appearance, skin colour, hair types</b></p>		
KS1 readiness objectives	<ul style="list-style-type: none"> <li>• To know that different people have different faiths</li> <li>• To know that some stories come from different holy books, and to express ideas in response to those stories</li> </ul>	<ul style="list-style-type: none"> <li>• To know that different people have different times of celebration</li> <li>• To understand that different people have different ways of celebrating major events</li> <li>• To know that people of all faiths can and do live well alongside each other</li> <li>• To enjoy joining in with family customs and routines</li> <li>• To be able to express some of their own families' customs and traditions</li> </ul>	<ul style="list-style-type: none"> <li>• To know that different people have a range of different ways of showing their beliefs, including prayers and worship</li> <li>• To know about the similarities and differences between themselves and others, and among families, communities, cultures and traditions</li> </ul>

## Curriculum Skills and Progression Map

<p><b>Programmes of study</b></p> <p><b>Year 1</b></p>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>Recall and name different beliefs and practices, including festivals, forms of worship, rituals and ways of life, in order to find out about the meanings behind them.</li> <li>Retell and explore the meanings of some religious and moral stories, explore and discuss sacred writings and sources of wisdom, and recognise the traditions behind them.</li> <li>Recognise some of the symbols and actions that express a religious community’s way of life, looking at similarities between them.</li> <li>Ask and respond to questions about what individuals and communities do, and why, so they can identify what it means to be a part of a community.</li> <li>Observe and recount different ways of expressing identity and belonging.</li> <li>Notice and respond to some of the similarities between different religions and worldviews.</li> <li>Explore questions about belonging, meaning and truth so that they can express their own opinions and ideas in response, using words, music, art or poetry.</li> <li>Find out about and respond to examples of cooperation between people who are different.</li> <li>Find out about questions of right and wrong and begin to develop and express their own opinions.</li> </ul>				
<p><b>Progression statements</b></p>	<p>Religions: Christianity and Islam</p> <p>To be immersed in Christianity and Islam through discussion, play, exploration and real-life experiences.</p> <p>Children should be able to recall facts and basic concepts (remembering).</p>				
<p><b>Big questions</b></p>	<p><b>Who is a Christian and what do they believe?</b></p>	<p><b>How and why do we celebrate special and sacred times?</b></p>	<p><b>Who is a Muslim and what do they believe?</b></p>	<p><b>How should we care for others and the world, and why does it matter?</b></p>	<p><b>What makes some places sacred?</b></p>
<p><b>Assessment</b></p>	<p>Can talk about some simple ideas about Christian beliefs about God and Jesus.</p> <p>Can re-tell a story that shows what Christians might think about God, in</p>	<p>Can identify some ways Christians celebrate Christmas/ Easter.</p> <p>Can re-tell stories connected with Christmas/ Easer.</p>	<p>Can talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah.</p> <p>Can identify the Crescent.</p>	<p>Can identify ways that some people care for others and the world.</p> <p>Can explain why Christians are inspired by God to care for the world.</p>	<p>Can use the words ‘sacred’ and ‘holy’ and know what they mean.</p> <p>Can discuss similarities and differences between a Church and a Mosque.</p> <p>Can discuss what might happen in a Church or a Mosque.</p>

Curriculum Skills and Progression Map

	<p>words, drama and pictures, suggesting what it means.</p> <p>Can identify the Cross.</p> <p>Knows a Christian's place of worship is a Church.</p>	<p>Can explain why Christmas/ Easter is important to Christians.</p>	<p>Knows a Muslim's place of worship is a Mosque.</p> <p>Knows that religions have different texts and is familiar with the vocabulary Bible and Qur'an.</p> <p>Knows that Muslims have different celebrations to Christians and are familiar with the vocabulary Eid and Ramadan.</p>	<p>Can explain why Muslims are inspired by Allah to care for the world.</p> <p>Can discuss why caring for our world is important and know that everyone can help, even without a religion.</p>	<p>Knows that the Bible is sacred to Christians.</p> <p>Knows that the Qur'an is sacred to Muslims.</p>
<p><b>Additional assessment opportunities from Sefton Syllabus</b></p>	<ul style="list-style-type: none"> <li>• Use of knowledge organiser assessment to begin each lesson</li> <li>• Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion</li> <li>• Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2)</li> <li>• Identify some ways Christianity celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1).</li> <li>• Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used.</li> <li>• Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe.</li> </ul>				
<p><b>Vocabulary</b></p>	<p><b>General Vocabulary</b> - Religion, celebration, festival, symbol, thankful, faith, belief, wise sayings, rules for living, cooperation, belonging, worship, holiness, sacred, creation story</p> <p><b>Christianity</b> - Christian, God, Creator, Christmas, Easter, Jesus, church, altar, font, Bible, gospel</p> <p><b>Islam</b> - Muslim, Islam, Allah, Prophet, mosque, Eid, Qur'an, moon and star, Ramadan, tawhid.</p>				

Curriculum Skills and Progression Map

<p><b>Programmes of study</b></p> <p><b>Year 2</b></p>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>Recall and name different beliefs and practices, including festivals, forms of worship, rituals and ways of life, in order to find out about the meanings behind them.</li> <li>Retell and explore the meanings of some religious and moral stories, explore and discuss sacred writings and sources of wisdom, and recognise the traditions behind them.</li> <li>Recognise some of the symbols and actions that express a religious community's way of life, looking at similarities between them.</li> <li>Ask and respond to questions about what individuals and communities do, and why, so they can identify what it means to be a part of a community.</li> <li>Observe and recount different ways of expressing identity and belonging.</li> <li>Notice and respond to some of the similarities between different religions and worldviews.</li> <li>Explore questions about belonging, meaning and truth so that they can express their own opinions and ideas in response, using words, music, art or poetry.</li> <li>Find out about and respond to examples of cooperation between people who are different.</li> <li>Find out about questions of right and wrong and begin to develop and express their own opinions.</li> </ul>					
<p><b>Progression statements</b></p>	<p>Religions: Christianity, Islam and Judaism</p> <p>To be immersed in Christianity, Islam and Judaism through discussion, exploration and real-life experiences.</p> <p>Children should be able to explain ideas and key concepts (understanding).</p>					
<p><b>Big questions</b></p>	<p><b>Who is Jewish and what do they believe?</b></p>	<p><b>Who is a Christian and what do they believe? (Part 2)</b></p>	<p><b>Who is a Muslim and what do they believe?</b></p>	<p><b>How and why do we celebrate special and sacred times?</b></p>	<p><b>How can we learn from sacred books?</b></p>	<p><b>What does it mean to belong to a faith community?</b></p>
<p><b>Assessment</b></p>	<p>Ask some questions about believing in God and offer some ideas of their own (C1).</p> <p>Talk about how Shabbat is a special day of the week for Jewish people, and give some examples</p>	<p>Ask some questions about believing in God and offer some ideas of their own (C1).</p> <p>Re-tell stories from the Christian Bible (A2)</p>	<p>Ask some questions about believing in God and offer some ideas of their own (C1).</p> <p>Recognise some objects used by Muslims and suggest why they are important (A2).</p>	<p>Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1).</p> <p>Collect examples of what people do,</p>	<p>Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3).</p> <p>Re-tell stories from the Christian Bible and stories from</p>	<p>To discuss what a community is, what communities they might belong to and why they are special.</p> <p>Talk about ways in which stories, objects, symbols and actions used in</p>

Curriculum Skills and Progression Map

	<p>of what they might do to celebrate Shabbat (B1).</p> <p>Talk about how the mezuzah in the home reminds Jewish people about God (A3).</p>			<p>give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).</p>	<p>another faith; suggest the meaning of these stories (A2).</p> <p>Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1).</p> <p>Talk about issues of good and bad, right and wrong arising from the stories (C3).</p>	<p>churches, mosques and/or synagogues show what people believe.</p>
<p><b>Additional assessment opportunities from Sefton Syllabus</b></p>	<ul style="list-style-type: none"> <li>• Use of knowledge organiser assessment to begin each lesson.</li> <li>• Re-tell a story about the life of the Prophet Muhammad (A2).</li> <li>• Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (Synagogue trip).</li> </ul>					
<p><b>Vocabulary</b></p>	<p><b>General Vocabulary</b> - Religion, celebration, festival, symbol, thankful, faith, belief, wise sayings, rules for living, cooperation, belonging, worship, holiness, sacred, creation story</p> <p><b>Christianity</b> - Christian, God, Creator, Christmas, Easter, Jesus, church, altar, font, Bible, gospel</p> <p><b>Islam</b> - Muslim, Islam, Allah, Prophet, Mosque, Eid, Qur'an, moon and star, Ramadan, tawhid.</p> <p><b>Judaism</b> - Jewish, synagogue, Torah, bimah, Chanukah/Hanukkah, Ark, Judaism, Shabbat, mezuzah, Tanakh</p>					

## Curriculum Skills and Progression Map

<b>Programmes of study</b> <b>Year 3</b>	<b>Pupils should be taught:</b> <ul style="list-style-type: none"> <li>• Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and rituals.</li> <li>• 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 of different communities.</li> <li>• Explore and describe a range of beliefs, symbols and actions so they can understand different ways of life and ways of expressing meaning.</li> <li>• Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and their communities.</li> <li>• Understand the challenges of commitment to a faith community, suggesting why belonging to a community might be valuable.</li> <li>• Observe and consider different dimensions of religion, showing an understanding of similarities and differences within and between religions and worldviews.</li> <li>• Discuss and present their own and others' views on questions of belonging, meaning, purpose and truth, through different forms such as <a href="#">music</a>, <a href="#">art</a> and <a href="#">poetry</a>.</li> <li>• Consider and apply ideas about ways in which diverse communities live together for the wellbeing of all, taking account of values, community and respect.</li> <li>• Discuss and apply their own and others' ideas about ethical questions, including ideas about right and wrong, and justice and fairness.</li> </ul>					
<b>Progression statements</b>	Religions: Christianity, Islam, Judaism, Hinduism and Humanism To be immersed in the four main religions and Humanism through discussion, exploration and real-life experiences. Children should be able to use information in new situations and make connections to key concepts (applying).					
<b>Big questions</b>	<b>Why is the Bible so important for Christians today?</b>	<b>What does it mean to be a Christian in Britain today? (Part 1)</b>	<b>What does it mean to be a Hindu in Britain today? (Part 1)</b>	<b>How do family life and festivals show what matters to Jewish people?</b>	<b>Why are festivals important to religious communities?</b>	<b>How do people from religious and non-religious communities celebrate key festivals?</b>
<b>Assessment</b>	Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation.  Describe some ways Christians say what	Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings.	Describe some examples of what Hindus do to show their faith and make connections with some Hindu beliefs and teachings about aims and duties in life.	Describe how Jewish people show their beliefs through worship in festivals, both at home and in wider communities.	Retell some stories behind festivals (e.g. Christmas, Divali, Pesach).  Recognise and identify some differences between religious festivals	Identify some differences in the way festivals (e.g. Christmas) are celebrated within and between different religious and non-religious worldviews.

## Curriculum Skills and Progression Map

	<p>God is like, with examples from the Bible, using different forms of expression.</p> <p>Give examples of how and suggest reasons why Christians use the Bible today.</p>	<p>Describe some ways in which Christians express their faith through hymns and modern worship songs.</p>	<p>Describe some ways in which Hindus express their faith through puja, aarti and bhajans.</p>	<p>Explore and suggest ideas about what is worth celebrating and remembering for Jewish people, and in pupils' own lives.</p>	<p>and other types of celebrations.</p> <p>Describe how the way some people celebrate festivals might show something about their beliefs.</p>	<p>Identify why members of the same religious or non-religious worldview might celebrate festivals differently or for different reasons.</p>
<p><b>Additional assessment opportunities from Sefton Syllabus</b></p>	<ul style="list-style-type: none"> <li>• Use of knowledge organiser assessment to begin each lesson.</li> <li>• Discuss their own and others' ideas about why humans do bad things and how people try to put things right.</li> <li>• Make links between the Exodus story and Jewish beliefs about God and his relationship with the Jewish people.</li> <li>• Raise important questions and suggest answers about how the celebrations studied might make a difference to how pupils think and live.</li> </ul>					
<p><b>Vocabulary</b></p>	<p><b>General Vocabulary</b> - Religion, spiritual, commitment, values, prayer, pilgrim, pilgrimage, ritual, symbol, community, worship, devotion, belief, life after death, destiny, soul, inspiration, role-model.</p> <p><b>Christianity</b> - Christian, Christmas, Easter, Pentecost, Harvest Festival, Messiah, liturgy, church, Gospel, Jesus, Holy Spirit, God the Creator, Trinity, Heaven</p> <p><b>Islam</b> - Muslim, Islam, Allah, Prophet, mosque, Qur'an, surah, moon and star, paradise</p> <p><b>Judaism</b> - Jewish, Judaism, Moses, Exodus, Lawgiver, Ten Commandments, Star of David, Passover/Pesach, Shabbat, Shema, Torah</p> <p><b>Hinduism</b> - Hindu, mandir, murtis, gods, goddesses, Diwali, Aum, Trimurti, dharma, Ramayana</p>					

Curriculum Skills and Progression Map

<p><b>Programmes of study</b> Year 4</p>	<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>• Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and rituals.</li> <li>• 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 of different communities.</li> <li>• Explore and describe a range of beliefs, symbols and actions so they can understand different ways of life and ways of expressing meaning.</li> <li>• Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and their communities.</li> <li>• Understand the challenges of commitment to a faith community, suggesting why belonging to a community might be valuable.</li> <li>• Observe and consider different dimensions of religion, showing an understanding of similarities and differences within and between religions and worldviews.</li> <li>• Discuss and present their own and others' views on questions of belonging, meaning, purpose and truth, through different forms such as <a href="#">music</a>, <a href="#">art</a> and <a href="#">poetry</a>.</li> <li>• Consider and apply ideas about ways in which diverse communities live together for the wellbeing of all, taking account of values, community and respect.</li> <li>• Discuss and apply their own and others' ideas about ethical questions, including ideas about right and wrong, and justice and fairness.</li> </ul>					
<p><b>Progression statements</b></p>	<p>Religions: Christianity, Islam, Judaism, Hinduism, Humanism and Atheism Children should build on their understanding of the four main religions and non-religious views to allow them to make connections, through discussion, debate, exploration and real-life experiences. Children should be able to draw connections amongst ideas, compare and contrast ideas across religions taught and devise questions (analysing).</p>					
<p><b>Big questions</b></p>	<p><b>What does it mean to be a Hindu in Britain today? (Part 2)</b></p>	<p><b>What does it mean to be a Christian in Britain today? (Part 2)</b></p>	<p><b>What do different people believe about God?</b></p>	<p><b>Why do people pray?</b></p>	<p><b>Why do some people think that life is like a journey and what significant experiences mark this?</b></p>	<p><b>What can we learn from religions about deciding what is right and wrong?</b></p>

## Curriculum Skills and Progression Map

<p><b>Assessment</b></p>	<p>Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes</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>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>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>Suggest why having a faith or belief in something can be hard.</p> <p>Describe some of the ways in which Christians Hindus and/or Muslims describe God.</p> <p>Identify how and say why it makes a difference in people's lives to believe in God.</p>	<p>Describe the practice of prayer in the religions studied.</p> <p>Describe ways in which prayer can comfort and challenge believers.</p> <p>Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray.</p> <p>Make connections between what people believe about prayer and what they do when they pray.</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 Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean.</p> <p>Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people.</p>	<p>Make connections between stories of temptation and why people can find it difficult to be good.</p> <p>Discuss their own and others' ideas about how people decide about right and wrong.</p> <p>Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions.</p>
<p><b>Additional assessment opportunities from Sefton Syllabus</b></p>	<ul style="list-style-type: none"> <li>• Use of knowledge organiser assessment to begin each lesson.</li> <li>• Ask questions and suggest some of their own responses to ideas about God</li> <li>• Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief.</li> <li>• Give examples of ways in which some inspirational people have been guided by their religion (Christianity- Marcus Rashford/ Hinduism Mahatma Gandhi).</li> </ul>					
<p><b>Vocabulary</b></p>	<p><b>General Vocabulary</b> - Religion, spiritual, commitment, values, prayer, pilgrim, pilgrimage, ritual, symbol, community, worship, devotion, belief, life after death, destiny, soul, inspiration, role-model.</p> <p><b>Christianity</b> - Christian, Christmas, Easter, Pentecost, Harvest Festival, Messiah, liturgy, church, Gospel, Jesus, Holy Spirit, God the Creator, Trinity, Heaven</p> <p><b>Islam</b> - Muslim, Islam, Allah, Prophet, mosque, Qur'an, surah, moon and star, paradise</p> <p><b>Judaism</b> - Jewish, Judaism, Moses, Exodus, Lawgiver, Ten Commandments, Star of David, Passover/Pesach, Shabbat, Shema, Torah</p> <p><b>Hinduism</b> - Hindu, mandir, murtis, gods, goddesses, Diwali, Aum, Trimurti, dharma, Ramayana</p>					

## Curriculum Skills and Progression Map

<p><b>Programmes of study</b> <b>Year 5</b></p>	<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>• Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and rituals.</li> <li>• 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 of different communities.</li> <li>• Explore and describe a range of beliefs, symbols and actions so they can understand different ways of life and ways of expressing meaning.</li> <li>• Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and their communities.</li> <li>• Understand the challenges of commitment to a faith community, suggesting why belonging to a community might be valuable.</li> <li>• Observe and consider different dimensions of religion, showing an understanding of similarities and differences within and between religions and worldviews.</li> <li>• Discuss and present their own and others' views on questions of belonging, meaning, purpose and truth, through different forms such as <a href="#">music</a>, <a href="#">art</a> and <a href="#">poetry</a>.</li> <li>• Consider and apply ideas about ways in which diverse communities live together for the wellbeing of all, taking account of values, community and respect.</li> <li>• Discuss and apply their own and others' ideas about ethical questions, including ideas about right and wrong, and justice and fairness.</li> </ul>
<p><b>Progression statements</b></p>	<p>Religions: Christianity, Islam, Judaism, Hinduism, Humanism and Atheism</p> <p>Children should develop their understanding of the four main religions and non-religious views to allow them to answer ethical questions through discussion, debate, exploration and real-life experiences.</p> <p>Children should be able to justify a stand or decision when answering ethical questions that interlink religions and concepts taught (evaluating).</p>

Curriculum Skills and Progression Map

Big questions	What matters most to Christians and Humanists?	Is it better to express your beliefs in arts and architecture or in charity and generosity?	What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)	If God is everywhere, why go to a place of worship?	What does it mean to be a Muslim in Britain today? (part 1)	Green religion? How and why should religious communities do more to care for the Earth?
<b>Assessment</b>	<p>Describe some Christian and Humanist values simply (B3).</p> <p>Apply ideas about values from scriptures to the title question (eg kindness, fairness, honesty) (C2).</p> <p>Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied (C3).</p>	<p>Describe and make connections between examples of religious creativity (buildings and art) (A1).</p> <p>Show understanding of the value of sacred buildings and art (B3).</p> <p>Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2).</p>	<p>Outline Jesus’ teaching on how his followers should live (A2).</p> <p>Explain the impact Jesus’ example and teachings might have on Christians today (B1).</p> <p>Offer interpretations of two of Jesus’ parables and say what they might teach Christians about how to live (B3).</p> <p>Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3).</p>	<p>Select and describe the most important functions of a place of worship for the community (B3).</p> <p>Give examples of how places of worship support believers in difficult times, explaining why these matter to believers (B2).</p> <p>Present ideas about the importance of people in a place of worship, rather than the place itself (C1).</p>	<p>Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2).</p> <p>Make connections between the key functions of the mosque and the beliefs of Muslims (A1).</p> <p>Describe and reflect on the significance of the Holy Qur’an to Muslims (B1).</p> <p>Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2).</p>	<p>Discuss their own and others’ ideas about the kinds of collaboration, activism and commitment needed to ‘save the Earth’ (C3).</p> <p>Make connections between beliefs about the earth and activist behaviour in different religions (A1).</p> <p>Understand the challenges facing the planet and responses from different religions (B2).</p>

## Curriculum Skills and Progression Map

<p><b>Additional assessment opportunities from Sefton Syllabus</b></p>	<ul style="list-style-type: none"> <li>• Use of knowledge organiser assessment to begin each lesson.</li> <li>• Describe what Christians mean about humans being made in the image of God and being ‘fallen’, giving examples (A2).</li> <li>• Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2).</li> <li>• Make connections between how believers feel about places of worship in different traditions (A3).</li> </ul>
<p><b>Vocabulary</b></p>	<p><b>General Vocabulary</b> - Religion, harmony, respect, justice, faith, interfaith, tolerance, moral values, religious plurality, moral codes, holiness, spiritual, inspiration, vision, symbol, community, commitment, values, sources of wisdom, spiritual, Golden Rule, charity, place of worship, sacred text, devotion, prayer, worship, compassion, prejudice, persecution,</p> <p><b>Christianity</b> - Christian, Jesus, Bible, Gospel, Letters of Saint Paul, Trinity, Incarnation, Holy Spirit, resurrection, Christmas, Easter, Pentecost, Eucharist, agape</p> <p><b>Islam</b> - Muslim, Allah, Prophethood, Ummah, 5 Pillars, Prophet Muhammad, Iman (faith), akhlaq (character or moral conduct) Qur’an, Hadith, Mosque, Hajj.</p> <p><b>Judaism</b> – Judaism, Jewish, synagogue, schul, Jerusalem, Western Wall, Orthodox, Reform, Tu B’Shevat, tzedakah, tikkun olam</p> <p><b>Hinduism</b> - Hindu, ahimsa, karma, dharma, murtis, Brahman, mandir, gods, goddesses, shrines, Mahatma</p>

## Curriculum Skills and Progression Map

<p><b>Programmes of study</b> <b>Year 6</b></p>	<p><b>Pupils should be taught:</b></p> <ul style="list-style-type: none"> <li>• Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and rituals.</li> <li>• 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 of different communities.</li> <li>• Explore and describe a range of beliefs, symbols and actions so they can understand different ways of life and ways of expressing meaning.</li> <li>• Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and their communities.</li> <li>• Understand the challenges of commitment to a faith community, suggesting why belonging to a community might be valuable.</li> <li>• Observe and consider different dimensions of religion, showing an understanding of similarities and differences within and between religions and worldviews.</li> <li>• Discuss and present their own and others' views on questions of belonging, meaning, purpose and truth, through different forms such as <a href="#">music</a>, <a href="#">art</a> and <a href="#">poetry</a>.</li> <li>• Consider and apply ideas about ways in which diverse communities live together for the wellbeing of all, taking account of values, community and respect.</li> <li>• Discuss and apply their own and others' ideas about ethical questions, including ideas about right and wrong, and justice and fairness.</li> </ul>
<p><b>Progression statements</b></p>	<p>Religions: Christianity, Islam, Judaism, Hinduism, Humanism and Atheism</p> <p>Children should develop their understanding of the four main religions and non-religious views to allow them to ask and answer ethical questions through discussion, debate, exploration and real-life experiences, applying this understanding to current issues within society.</p> <p>Children should be able to produce new or original ideas through ethical debates and investigate current issues that religious and non-religious face (creating).</p>

Curriculum Skills and Progression Map

Big questions	What does it mean to be a Muslim in Britain today? (Part 2)	What can be done to reduce racism? Can religion help?	Why do some people think God exists?	What do religions say to us when life gets hard?
<b>Assessment</b>	<p>Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad.</p> <p>Make connections between the key functions of the mosque and the beliefs of Muslims.</p> <p>Describe and reflect on the significance of the Holy Qur'an to Muslims.</p> <p>Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils.</p> <p>A3. 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>	<p>Describe examples of connections between antiracism and religion.</p> <p>Understand the challenges racism presents to human communities and consider different religious responses.</p> <p>Discuss their own and others' ideas about reducing racism and prejudice, informed by rich knowledge of case studies.</p> <p>B2. 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>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>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>Present different views on why people believe in God or not, including their own ideas.</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>Express thoughtful ideas about the impact of believing or not believing in God on someone's life.</p> <p>A1. Describe and make connections between different features of the religious and nonreligious 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>A2. Describe and understand links between stories and other aspects of the communities they are</p>	<p>Express ideas about how and why religion can help believers when times are hard, giving examples.</p> <p>Outline Christian, Hindu and/or nonreligious beliefs about life after death.</p> <p>Explain some reasons why Christians and Humanists have different ideas about an afterlife.</p> <p>Explain some similarities and differences between beliefs about life after death.</p> <p>B1. Observe and understand varied examples of religious and nonreligious worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</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>

Curriculum Skills and Progression Map

			<p>investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.</p> <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 religious and non-religious worldviews.</p>	
<p><b>End of Key Stage Outcomes by the end of KS2 from Sefton Syllabus</b></p>	<p><b>In order to reach expected at the end of KS2, there must have been evidence throughout KS2 that pupils have achieved these objectives. These have been included above to support teacher assessment throughout Year 6.</b></p> <ul style="list-style-type: none"> <li>• A1. Describe and make connections between different features of the religious and nonreligious 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.</li> <li>• B1. Observe and understand varied examples of religious and nonreligious worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</li> <li>• 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.</li> <li>• 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.</li> <li>• B2. 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.</li> <li>• 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.</li> <li>• A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</li> </ul>			

## Curriculum Skills and Progression Map

	<ul style="list-style-type: none"> <li>• B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religious and non-religious worldviews.</li> <li>• 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.</li> </ul>
<b>Vocabulary</b>	<p><b>General Vocabulary</b> - Religion, harmony, respect, justice, faith, interfaith, tolerance, moral values, religious plurality, moral codes, holiness, spiritual, inspiration, vision, symbol, community, commitment, values, sources of wisdom, spiritual, Golden Rule, charity, place of worship, sacred text, devotion, prayer, worship, compassion, prejudice, persecution,</p> <p><b>Christianity</b> - Christian, Jesus, Bible, Gospel, Letters of Saint Paul, Trinity, Incarnation, Holy Spirit, resurrection, Christmas, Easter, Pentecost, Eucharist, agape</p> <p><b>Islam</b> - Muslim, Allah, Prophethood, Ummah, 5 Pillars, Prophet Muhammad, Iman (faith), akhlaq (character or moral conduct) Qur'an, Hadith, Mosque, Hajj.</p> <p><b>Judaism</b> - Judaism, Jewish, synagogue, schul, Jerusalem, Western Wall, Orthodox, Reform, Tu B'Shevat, tzedakah, tikkun olam</p> <p><b>Hinduism</b> - Hindu, ahimsa, karma, dharma, murtis, Brahman, mandir, gods, goddesses, shrines, Mahatma</p>

## Curriculum Skills and Progression Map

## Curriculum Skills and Progression Map