



Religious Education Progression of Knowledge and Skills



KS2 Kent Agreed Syllabus

- A. Know about and understand a range of religions and worldviews.
- 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
- 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.
- 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.
- B. Express ideas and insights about the nature, significance and impact of religions and worldviews.
- B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.
- 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.
- 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.
- C. Gain and deploy the skills needed to engage seriously with religions and worldviews.
- 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.
- 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.
- 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.

Kent Agreed Syllabus Strand	Year 3 Progression of Knowledge and Skills	Topic Covered in
A- Know about and understand a range of religions and worldviews.	<p>(I know/I can)</p> <ul style="list-style-type: none">I can retell and suggest the meanings of stories from sacred texts about people who encountered God (A1)I can describe some of the ways in which Christians and Hindus describe God (A1). <p>KEY VOCABULARY: God, Christian, Father, Son, Holy Spirit, Trinity, creator, prayers, light, Moses, Burning Bush, Saint Paul Hinduism, murtis, gods, goddesses, worship, Trimurti, Brahma, Vishnu, Shiva, Durga</p>	What do different people believe about God? Christian and Hindu focus (Strand: Believing)

	<ul style="list-style-type: none"> • I can identify and name examples of what Christians have and do in their families and at church to show their faith (A3). • I can describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1). • I can describe some ways in which Christians express their faith through hymns and modern worship songs (A2). • I can explain similarities and differences between at least two different ways of worshipping in two different Christian churches (A3). <p>KEY VOCABULARY: Christian, church, beliefs, bible, communion, prayer, hymn, worship, community, Rosa Parks.</p>	What does it mean to be a Christian in Britain today?
	<ul style="list-style-type: none"> • I can retell some stories behind Easter (A2). • I know that there are connections between stories, symbols and beliefs with what happens at Easter (A2). • I know the similarities and differences in the way festivals are celebrated within and between religions (A3). <p>KEY VOCABULARY: celebration, Easter, Holy Week, symbols, Maundy Thursday, Good Friday, Easter Sunday, last supper, holy communion, disciples, crucifixion, resurrection</p>	Why are festivals important to religious communities? Easter Focus
	<ul style="list-style-type: none"> • I can describe what some believers say and do when they pray (A1). • I can describe the practice of prayer in the religions studied (A2). • I can make connections between what people believe about prayer and what they do when they pray (A3). • I can consider and evaluate the significance of prayer in the lives of people today (A1). <p>KEY VOCABULARY: prayer, meditate, talking to God, Pillar of Islam, communicating, hope, Lord's Prayer, shrine, worship, Mandir, Puja tray, emotions, religious, spiritual</p>	Why do people pray?
	<ul style="list-style-type: none"> • I can recall and name some Bible stories that inspire Christians (A2). • I can make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2). • I can describe some ways Christians say God is like, with examples from the Bible, using different forms of expression (A1). • I can explain how the Bible uses different kinds of stories to tell a big story (A2). <p>KEY VOCABULARY: Bible, holy writings, wisdom, guidance, holy book, sacred, special, Testaments, creation, Adam and Eve, Temptation, forgiveness, parables, inspiring</p>	Why is the Bible so important for Christians today? (Strand: believing)
B- Express ideas and insights about the nature, significance and impact of religions and worldviews.	<ul style="list-style-type: none"> • I can identify beliefs about God that are held by Christians, Hindus and/or Muslims (B1). • I can suggest why having a faith or belief in something can be hard (B2). • I can identify how and say why it makes a difference in people's lives to believe in God (B1). • I can identify some similarities and differences between ideas about what God is like in different religions (B3). 	What do different people believe about God? Christian and Hindu focus (Strand: Believing)
	<ul style="list-style-type: none"> • I can ask good questions about what Christians do to show their faith (B1). • I can 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 (B2). 	What does it mean to be a Christian in Britain today?

	<ul style="list-style-type: none"> I can recognise and identify some differences between religious festivals and other types of celebrations (B2). I can ask questions and give ideas about what matters most to believers in festivals (Easter) (B2). I can suggest how and why religious festivals are valuable to many people (B2). 	Why are festivals important to religious communities? Easter Focus
	<ul style="list-style-type: none"> I can respond thoughtfully to examples of how praying helps religious believers (B2). I can describe ways in which prayer can comfort and challenge believers (B2). I can describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3). I can explain similarities and differences between how people pray (B3). 	Why do people pray?
	<ul style="list-style-type: none"> I can identify at least two ways Christians use the Bible in everyday life (B1). I can give examples of how and suggest reasons why Christians use the Bible today (B1). I can suggest why Christians believe that God needs to rescue/save human beings (B2). 	Why is the Bible so important for Christians today? (Strand: believing)
C- Gain and deploy the skills needed to engage seriously with religions and worldviews.	<ul style="list-style-type: none"> I can ask questions and suggest some of their own responses to ideas about God (C1). I can discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts (C1). 	What do different people believe about God? Christian and Hindu focus (Strand: Believing)
	<ul style="list-style-type: none"> I can 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 (C2). I can discuss and present ideas about what it means to be a Christian in Britain today, making links with their own experiences (C1). 	What does it mean to be a Christian in Britain today?
	<ul style="list-style-type: none"> I can explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1). I can discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media (C2). 	Why are festivals important to religious communities? Easter Focus
	<ul style="list-style-type: none"> I can discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3). 	Why is the Bible so important for Christians today? (Strand: believing)

Assessment End Points Year 3

Knowledge	Skills
<ul style="list-style-type: none"> I know how Christians show their faith and how this influences their life. I know why Easter is important to Christians. I know the importance of prayer to a range of religions. I know the importance of the Bible to Christians today and some stories from the Bible. 	<ul style="list-style-type: none"> I can identify beliefs about God that are held by Christians, Hindus and/or Muslims. I can explain what believers say and do when they pray and describe ways in which prayer can comfort and challenge believers. I can identify the role of the Bible and how it is used by Christians today.