



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 4 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> <p>Identify and name examples of what Hindus have and do in their families and at mandir to show their faith (A3).</p> <ul style="list-style-type: none"> 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 (A1). Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2). <p>KEY VOCABULARY: Hindu, diva lamp, murti, bhajans, puja, deities, mandir, aarti, dharma, moksha, reincarnation, samsara, karma</p>	What does it mean to be a Hindu in Britain today?
	<ul style="list-style-type: none"> Make connections between stories of temptation and why people can find it difficult to be good (A2). <p>KEY VOCABULARY: Golden Rule, Ten Commandments, Beatitudes, values, morals, reason, temptation</p>	What can we learn from religions about deciding right and wrong?

	<ul style="list-style-type: none"> • Make connections between some of Jesus' teachings and the way Christians live today (A1). • Describe how Christians celebrate Holy Week and Easter Sunday (A1). • Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2). • Make connections between the Easter story of Jesus and the wider 'big story' of the Bible (creation, the Fall, incarnation, salvation), reflecting on why this inspires Christians (A1). <p>KEY VOCABULARY: inspiration, art, teachings, actions, miracles, parables, Holy Week, Easter, resurrection, express</p>	Why is Jesus inspiring to some people?
	<ul style="list-style-type: none"> • Retell some stories behind festivals (A2). • Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2). • Identify similarities and differences in the way festivals are celebrated within and between religions (A3). <p>KEY VOCABULARY: celebration, Ramadan, Eid, Idul Fitr, festival</p>	Why are festivals important to religious communities? Eid focus
	<ul style="list-style-type: none"> • Recall and name some of the ways religions mark milestones of commitment (including marriage) (A1). • Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2). • Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3) <p>KEY VOCABULARY: journey, baptism, Bar/Bat Mitzvah, sacred thread ceremony, reincarnation, marriage</p>	Why do some people think that life is like a journey and what significant experiences mark this?
B- Express ideas and insights about the nature, significance and impact of religions and worldviews.	<ul style="list-style-type: none"> • Ask good questions about what Hindus do to show their faith (B1). • 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 (B2). • Explain similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught (B3). 	What does it mean to be a Hindu in Britain today?
	<ul style="list-style-type: none"> • Recall and talk about some rules for living in religious traditions (B2). • Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1). • Give examples of ways in which some inspirational people have been guided by their religion (B1). • Explain some similarities and differences between the codes for living used by Christians and the followers of at least one other religion or non-religious belief system (B3). 	What can we learn from religions about deciding right and wrong?
	<ul style="list-style-type: none"> • Ask questions raised by the stories and life of Jesus and followers today, and give examples of how Christians are inspired by Jesus (B1). • Identify the most important parts of Easter for Christians and say why they are important (B1). 	Why is Jesus inspiring to some people?
	<ul style="list-style-type: none"> • Recognise and identify some differences between religious festivals and other types of celebrations (B2) • Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2). • Suggest how and why religious festivals are valuable to many people (B2). 	Why are festivals important to religious communities? Eid focus
	<ul style="list-style-type: none"> • Identify at least two promises made by believers at these ceremonies and say why they are important (B1). • Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people (B2). • Explain similarities and differences between ceremonies of commitment (B3). 	Why do some people think that life is like a journey and what significant experiences mark this?

C- Gain and deploy the skills needed to engage seriously with religions and worldviews.	<ul style="list-style-type: none"> • 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 (C2). • Discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own experiences (C1). 	What does it mean to be a Hindu in Britain today?
	<ul style="list-style-type: none"> • Find out at least two teachings from religions about how to live a good life (C3). • Discuss their own and others' ideas about how people decide right and wrong (C3). • Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity (C3). 	What can we learn from religions about deciding right and wrong?
	<ul style="list-style-type: none"> • Suggest some ideas about good ways to treat others, arising from their learning (C3). • Present their own ideas about the most important attitudes and values to have today, making links with Christian values (C2). 	Why is Jesus inspiring to some people?
	<ul style="list-style-type: none"> • Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1). • 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? Eid focus
	<ul style="list-style-type: none"> • Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1). • Discuss and present their own ideas about the value and challenge of religious commitment in Britain today (C2). 	Why do some people think that life is like a journey and what significant experiences mark this?

Assessment End Points Year 4

Knowledge	Skills
<ul style="list-style-type: none"> • I know what it means to be a Hindu in Britain today. • I know what we can learn from religions about deciding right from wrong. • I know that many religions have their own rules of living which guide their decisions between deciding what is right or wrong. 	<ul style="list-style-type: none"> • I can use the Easter story to explain why Jesus is inspiring to some people. • I can explain why Eid is an important festival for the Muslim community. • I can describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment.