



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 5 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>I can Give two reasons why a Christian believes in God and one why an atheist does not (A3).</p> <p>I can Outline clearly a Christian understanding of what God is like, using examples and evidence (A2).</p> <p>KEY VOCABULARY: God, theism, atheism, agnosticism, existence, facts, beliefs, opinions, creation</p> <p>I know and can name some key features of places of worship studied (A1).</p> <p>I know there are connections between how believers feel about places of worship in different traditions (A3).</p> <p>I can Outline how and why places of worship fulfill special functions in the lives of believers (A3).</p> <p>KEY VOCABULARY: worship, church, Anglican, Baptist, mandir, synagogue, embody, connect, function, pilgrimage, community</p>	<p>Why do some people think that God exists?</p> <p>If God is everywhere, why go to a place of worship?</p>

	<p>I can Make connections between some of Jesus' teachings and the way Christians live today (A1).</p> <p>I know Jesus' teaching on how his followers should live (A2).</p> <p>I know the links between Jesus' death on the cross and Christian belief in love and forgiveness, giving reasons why Christians want to follow Jesus (A2).</p> <p>KEY VOCABULARY: teachings, values, inspiration, community, local, global, mission, love, forgiveness, justice, fairness, generosity, greed, problems, the Cross, example.</p>	<p>What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)</p>
	<p>I can describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims (A1).</p> <p>I can make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2).</p> <p>I know the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2).</p> <p>I can make connections between the key functions of the mosque and the beliefs of Muslims (A1).</p> <p>KEY VOCABULARY: journey, pillars of Islam, Prophet, Shahadah, pray, charity, Zakah, fasting, Eid ul Fitr, pilgrimage, Mecca, advice, guidance, Qur'an, Mosque</p>	<p>What does it mean to be a Muslim in Britain today?</p>
<p>B- Express ideas and insights about the nature, significance and impact of religions and worldviews.</p>	<p>I can define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs (B1).</p> <p>I know examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2).</p> <p>I can express my own thoughtful ideas about the impact of believing or not believing in God (B1).</p> <p>I know that Christians sometimes disagree about what God is like, giving examples of how they interpret texts differently (B3).</p>	<p>Why do some people think that God exists?</p>
	<p>I can Select and describe the most important functions of a place of worship for the community (B3).</p> <p>I know examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2).</p> <p>I can comment thoughtfully on the value and purpose of places of worship in religious communities (B1).</p>	<p>If God is everywhere, why go to a place of worship?</p>
	<p>I can offer interpretations of two of Jesus' parables</p> <p>I know the impact Jesus' example and teachings might have on Christians today (B1).</p>	<p>What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)</p>
	<p>I can identify reasons why the Holy Qur'an is important to Muslims, and how it makes a difference to how they live (B1).</p> <p>I can describe and reflect on the significance of the Holy Qur'an to Muslims (B1).</p> <p>I can comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life (B1).</p>	<p>What does it mean to be a Muslim in Britain today?</p>
<p>C- Gain and deploy the skills needed to engage seriously with religions and worldviews.</p>	<p>I know different views on why people believe in God or not, including their own ideas (C1).</p> <p>I know what some atheists, agnostics and theists say about God, expressing their own ideas and arguments, using evidence and their examples (C1).</p>	<p>Why do some people think that God exists?</p>
	<ul style="list-style-type: none"> ● Find out about what believers say about their places of worship (C2). ● Present ideas about the importance of people in a place of worship, rather than the place itself (C1). 	<p>If God is everywhere, why go to a place of worship?</p>
	<ul style="list-style-type: none"> ● Discuss their own ideas about the importance of values to live by, comparing them to Christian ideas (C3). ● Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3). ● Investigate and explain the challenges of following Jesus' teaching about love, forgiveness justice and/or generosity, expressing their own ideas (C3). 	<p>What would Jesus do? (Can we live by the values of Jesus in the twenty-first century?)</p>

	<ul style="list-style-type: none"> • Answer the title key question from different perspectives, including their own (C1). 	What does it mean to be a Muslim in Britain today?
--	---	--

Assessment End Points Year 5

Knowledge	Skills
<ul style="list-style-type: none"> • I know the teachings of islam and the importance of the pillars • I know that the importance of the phrase WWJD? • I know that some people are theists, agnostic and atheist • I know reasons why buildings are important to religion 	<ul style="list-style-type: none"> • I can describe how muslims live in Britain today • I can evaluate the teachings of Jesus and their importance • I can reflect on my views, other views and evidence to explain my own beliefs in religion • I can describe the different functions of religious buildings