



## 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 6 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"> <li>• I can describe and make connections between examples of religious creativity (buildings and art) (A1).</li> <li>• I can outline how and why some Humanists criticise spending on religious buildings or art (A3).</li> </ul> <p><b>KEY VOCABULARY:</b> art, architecture, generosity, charity, mosque, church, cathedral, sacred, buildings, community, scripture, poverty, justice</p> <ul style="list-style-type: none"> <li>• I can describe what Ahimsa, Grace or Ummah mean to religious people (A1).</li> <li>• I can make connections between beliefs and behaviour in different religions (A1).</li> <li>• I can make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions (A1).</li> <li>• I can explain similarities in ways in which key beliefs make a difference to life in two or three religions (A1).</li> </ul> <p><b>KEY VOCABULARY:</b> community, ahimsa, Ummah, grace, generosity, forgiveness, commitment, belief, behaviour, Islam, Prophet Muhammad (pbuh), Ghandi, inspiring, influence, charity, sewa, leader.</p>	Is it better to express your beliefs in arts and architecture or in charity and generosity?
		What difference does it make to believe in ahimsa, grace and/or Ummah?

	<ul style="list-style-type: none"> <li>• I can identify the values found in stories and texts (A2).</li> <li>• I can describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2)</li> </ul> <p><b>KEY VOCABULARY:</b> values, worldview, image of God, fallen, fairness, honesty, freedom, peace, truth, love, forgiveness, code for living, right and wrong, good and bad, community</p>	What matters most to Christians and Humanists?
	<ul style="list-style-type: none"> <li>• I can give simple definitions of some key terms to do with life after death, e.g. salvation, heaven, reincarnation (A3).</li> <li>• I can outline Christian, Hindu and/or nonreligious beliefs about life after death (A1).</li> </ul> <p><b>KEY VOCABULARY:</b> soul, reincarnation, afterlife, salvation, heaven, hell, judgement, karma</p>	What do religions say to us when life gets hard?
	<ul style="list-style-type: none"> <li>• I can describe 3 or more examples of religious responses to racism, saying what I think is unjust in each case.</li> <li>• I can consider and explain some examples of racism, connecting these to religious beliefs, texts and values.</li> </ul>	What can be done to reduce racism? Can religion help?
B- Express ideas and insights about the nature, significance and impact of religions and worldviews .	<p>I can respond with ideas of their own to the title question (B2). I can show understanding of the value of sacred buildings and art (B3). I can suggest reasons why some believers see generosity and charity as more important than buildings and art (B2).</p> <ul style="list-style-type: none"> <li>• I can respond sensitively to examples of religious practice with ideas of their own (B2).</li> <li>• I can outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2).</li> <li>• I can consider similarities and differences between beliefs and behaviour in different faiths (B3).</li> <li>• I can consider and evaluate the significance of the three key ideas studied, in relation to their own ideas (B3).</li> </ul>	Is it better to express your beliefs in arts and architecture or in charity and generosity?
	<ul style="list-style-type: none"> <li>• I can suggest ideas about why humans can be both good and bad, making links with Christian ideas (B3).</li> <li>• I can describe some Christian and Humanist values simply (B3).</li> <li>• I can 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>• I can give examples of similarities and differences between Christian and Humanist values (B3).</li> </ul>	What difference does it make to believe in ahimsa, grace and/or Ummah?
	<ul style="list-style-type: none"> <li>• I can raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life (B1).</li> <li>• I can express ideas about how and why religion can help believers when times are hard, giving examples (B2).</li> <li>• I can explain some similarities and differences between beliefs about life after death (B2).</li> <li>• I can explain some reasons why Christians and Humanists have different ideas about an afterlife (B3).</li> <li>• I can explain what difference belief in judgement/heaven/karma/reincarnation might make to how someone lives, giving examples (B1).</li> <li>• I can interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding (B3).</li> </ul>	What matters most to Christians and Humanists?
		What do religions say to us when life gets hard?

	<ul style="list-style-type: none"> <li>I can discuss and explain some links between examples of religious and other texts, values and behaviour that are relevant to reducing racism.</li> </ul>	What can be done to reduce racism? Can religion help?
C- Gain and deploy the skills needed to engage seriously with religions and worldviews .	<ul style="list-style-type: none"> <li>I can find out about religious teachings, charities and ways of expressing generosity (C3).</li> <li>I can apply ideas about values and from scriptures to the title question (C2).</li> <li>I can examine the title question from different perspectives, including their own (C1).</li> <li>I can 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).</li> <li>I can apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning (C2).</li> <li>I can explain, rank and express thoughtful views about three or more ways in which prejudice and racism can be reduced, connecting their own ideas to religious teachings</li> <li>I can express reasoned, deep and varied ideas, related accurately to religious teaching, about the reduction of racism and prejudice (e.g. in art)</li> </ul>	Is it better to express your beliefs in arts and architecture or in charity and generosity?  What matters most to Christians and Humanists?  What can be done to reduce racism? Can religion help?

### Assessment End Points Year 6

Knowledge	Skills
<ul style="list-style-type: none"> <li>I know about Christian, Hindu and/or non-religious beliefs about life after death.</li> <li>I know some key Christian and Humanist values.</li> <li>I know why sacred buildings and art are important to religious believers.</li> </ul>	<ul style="list-style-type: none"> <li>I can describe what Ahimsa, Grace and Ummah mean to religious people.</li> <li>I can express my own ideas about some big moral concepts e.g. fairness, justice, honesty.</li> <li>I can describe links between religious teaching/practice and reducing racism.</li> <li>I can suggest reasons why some believers see generosity and charity as more important than buildings and art.</li> </ul>