



Lower Key Stage 2 Religious Education Progression of Knowledge and Skills



Lower Key Stage 2 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	Cycle A (Formerly Year 4) Progression of Knowledge and Skills	Topic Covered in
A- Know about and understand a range of religions and worldviews.	Cycle A (I know/I can) Identify and name examples of what Hindus have and do in their families and at mandir to show their faith (A3). 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). KEY VOCABULARY: Hindu, diva lamp, murti, bhajans, puja, deities, mandir, aarti, dharma, moksha, reincarnation, samsara, karma	What does it mean to be a Hindu in Britain today?
	Cycle A Make connections between stories of temptation and why people can find it difficult to be good (A2). KEY VOCABULARY: Golden Rule, Ten Commandments, Beatitudes, values, morals, reason, temptation	What can we learn from religions about deciding right and wrong?

	Cycle A • 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). KEY VOCABULARY: inspiration, art, teachings, actions, miracles, parables, Holy Week, Easter, resurrection, express	Why is Jesus inspiring to some people?
	Cycle A • 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). KEY VOCABULARY: celebration, Ramadan, Eid, Idul Fitr, festival	Why are festivals important to religious communities? Eid focus
	Cycle A • 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) KEY VOCABULARY: journey, baptism, Bar/Bat Mitzvah, sacred thread ceremony, reincarnation, marriage	Why do some people think that life is like a journey and what significant experiences mark this?
	Cycle B (I know/I can) • 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). 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	What do different people believe about God? Christian and Hindu focus (Strand: Believing)
	Cycle B • 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 Christian 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). KEY VOCABULARY: Christian, church, beliefs, bible, communion, prayer, hymn, worship, community, Rosa Parks.	What does it mean to be a Christian in Britain today?

	<u>Cycle B</u> • 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). KEY VOCABULARY: celebration, Easter, Holy Week, symbols, Maundy Thursday, Good Friday, Easter Sunday, last supper, holy communion, disciples, crucifixion, resurrection	Why are festivals important to religious communities? Easter Focus
	<u>Cycle B</u> • 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). KEY VOCABULARY: prayer, meditate, talking to God, Pillar of Islam, communicating, hope, Lord's Prayer, shrine, worship, Mandir, Puja tray, emotions, religious, spiritual	Why do people pray?
	<u>Cycle B</u> • 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). KEY VOCABULARY: Bible, holy writings, wisdom, guidance, holy book, sacred, special, Testaments, creation, Adam and Eve, Temptation, forgiveness, parables, inspiring	Why is the Bible so important for Christians today? (Strand: believing)
	<u>Cycle A</u> • 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?
B- Express ideas and insights about the nature, significance and impact of religions and worldviews.	<u>Cycle A</u> • 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?
	<u>Cycle A</u> • 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?

	<u>Cycle A</u> • 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
	<u>Cycle A</u> • 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?
	<u>Cycle B</u> • 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)
	<u>Cycle B</u> • 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?
	<u>Cycle B</u> • 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
	<u>Cycle B</u> • 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?
	<u>Cycle B</u> • 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.	Cycle A • 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?
	Cycle A • 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?
	Cycle A • 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?
	• 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
	Cycle A • 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?
	Cycle B • 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)
	Cycle B • 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?
	Cycle B • 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
	Cycle B • 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 Cycle A (Formerly Year 4)

Knowledge	Skills
• 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.	• 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.

Assessment End Points Cycle B (Formerly Cycle B)

Knowledge	Skills
• 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.	• 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.