



# Religious Education

## Progression of knowledge, skills and understanding

Skills	KS2 Year C	Skills	KS2 Year D
Unit U2.1 What does it mean for Christians to believe that God is holy and loving?  Autumn 1	Identify some different types of biblical texts, using technical terms accurately.  Explain connections between biblical texts and Christian ideas of God, using theological terms.  Make clear connections between Bible texts studied and what Christians believe about God; for example, through how cathedrals are designed.  Show how Christians put their beliefs into practice in worship.  Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.	Unit U2.2 Creation and science: conflicting or complementary?  Autumn 1	Identify what type of text some Christians say Genesis 1 is, and its purpose.  Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations.  Make clear connections between Genesis 1 and Christian belief about God as Creator.  Show understanding of why many Christians find science and faith go together.  Identify key ideas arising from their study of Genesis 1 and comment on how far these are helpful or inspiring, justifying their responses.  Weigh up how far the Genesis 1 creation narrative is in conflict, or is complementary, with a scientific account, giving good reasons for their views.
<b>Vocab:</b> Psalm, holy, loving, Christian beliefs, Humanist.		<b>Vocab:</b> Genesis 1, interpretation, God as Creator, conflicting, complementary.	



<p>Unit U2.8</p> <p>What does it mean to be a Muslim in Britain today?</p> <p>Autumn 2</p>	<p>Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an (e.g <i>Tawhid</i>; Muhammad as the Messenger, Qur'an as the message).</p> <p>Describe ways in which Muslim sources of authority guide Muslim living (e.g Qur'an guidance on Five Pillars; <i>Hajj</i> practices follow example of the Prophet).</p> <p>Make clear connections between Muslim beliefs and <i>ibadah</i> (e.g Five Pillars, festivals, mosques, art).</p> <p>Give evidence and examples to show how Muslims put their beliefs into practice in different ways.</p> <p>Make connections between Muslim beliefs studied and Muslim ways of living in Britain/Gloucestershire today.</p> <p>Consider and weigh up the value of e.g submission, obedience, generosity, self-control and worship in the lives of Muslims today and articulate responses on how far they are valuable to people who are not Muslims.</p> <p>Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views.</p>	<p>Unit U2.11</p> <p>Why do some people believe in God and some people not?</p> <p>Autumn 2</p>	<p>Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs.</p> <p>Identify and explain what religious and non-religious people believe about God, saying where they get their ideas from.</p> <p>Give examples of reasons why people do or do not believe in God.</p> <p>Make clear connections between what people believe about God and the impact of this belief on how they live.</p> <p>Give evidence and examples to show how Christians sometimes disagree about what God is like (e.g some differences in interpreting Genesis).</p> <p>Reflect on and articulate some ways in which believing in God is valuable in the lives of believers, and ways it can be challenging.</p> <p>Consider and weigh up different views on theism, agnosticism and atheism, expressing insights of their own about why people believe in God or not.</p> <p>Make connections between belief and behaviour in their own lives, in the light of their learning.</p>
<p><b>Vocab:</b> Muslims – Sunni, Shi'a, Sufi. Five Pillars, beliefs, practices, values, Qur'an, Muhammad, Hajj, Eid, submission, obedience, generosity, self-control, worship, mosque.</p>		<p><b>Vocab:</b> Theist, agnostic, atheist, beliefs, believers, Creator, creation, interpretation, faith, challenge.</p>	
<p>Unit U2.5</p> <p>What do Christians believe Jesus did to 'save' people?</p>	<p>Outline the 'big story' of the Bible, explaining how incarnation and Salvation fit within it.</p> <p>Explain what Christians mean when they say that Jesus' death was a sacrifice.</p> <p>Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion/Lord's Supper.</p> <p>Show how Christians put their beliefs into practice in different ways.</p>	<p>Unit U2.3</p> <p>Why do Christians believe that Jesus</p>	<p>Explain the place of Incarnation and Messiah within the 'big story' of the Bible.</p> <p>Identify Gospel and prophecy texts, using technical terms.</p> <p>Explain connections between biblical texts, Incarnation and Messiah, using theological terms.</p>



<p>Spring 1</p>	<p>Weigh up the value and impact of ideas of sacrifice in their own lives and the world today. Articulate their own responses to the ideas of sacrifice, recognising different points of view.</p>	<p>is the Messiah?</p> <p>Spring 1</p>	<p>Show how Christians put their beliefs about Jesus' Incarnation into practice in different ways in celebrating Christmas.</p> <p>Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible.</p> <p>Weigh up how far the idea of Jesus as the 'Messiah' – a Saviour from God – is important in the world today and, if it is true, what difference that might make in people's lives, giving good reasons for their answers.</p>
<p><b>Vocab:</b> Big story of the Bible, Incarnation, Salvation, Christian beliefs, sacrifice, Holy Communion/Lord's Supper, resurrection, body and blood.</p>		<p><b>Vocab:</b> Big story of the Bible, Incarnation, Messiah, Saviour, Gospel.</p>	
<p>Unit U2.7</p> <p>Why do Hindus try to be good?</p> <p>Spring 2</p>	<p>Identify and explain Hindu beliefs, e.g <i>dharma</i>, <i>karma</i>, <i>samsara</i>, <i>moksha</i>, using technical terms accurately. Give meanings for the story of the man in the well and explain how it relates to Hindu beliefs about <i>samsara</i>, <i>moksha</i>, etc. Make clear connections between Hindu beliefs about <i>dharma</i>, <i>karma</i>, <i>samsara</i> and <i>moksha</i> and ways in which Hindus live. Connect the four Hindu aims of life and the four stages of life with beliefs about <i>dharma</i>, <i>karma</i>, <i>moksha</i>, etc. Give evidence and examples to show how Hindus put their beliefs into practice in different ways. Make connections between Hindu beliefs studied (e.g <i>karma</i> and <i>dharma</i>), and explain how and why they are important to Hindus. Reflect on and articulate what impact belief in <i>karma</i> and <i>dharma</i> might have on individuals and the world, recognising different points of view.</p>	<p>Unit U2.12</p> <p>How does faith help people when life gets hard?</p> <p>Spring 2</p>	<p>Describe at least three examples of ways in which religions guide people in how to respond to good and hard times in life.</p> <p>Identify beliefs about life after death in at least two religious traditions, comparing and explaining similarities and differences.</p> <p>Make clear connections between what people believe about God and how they respond to challenges in life (e.g suffering, bereavement)</p> <p>Give examples of ways in which beliefs about resurrection/judgement/heaven/karma/reincarnation make a difference to how someone lives.</p> <p>Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these.</p> <p>Offer a reasoned response to the unit question, with evidence and example, expressing insights of their own.</p>





**Vocab:** Hindu beliefs, dharma, karma, samsara, moksha, Brahman, journey

**Vocab:** Faith, prayer, afterlife, beliefs, Humanism.

Unit U2.4  
How do Christians decide how to live? 'What would Jesus do?'  
**Summer 1**

Identify features of Gospel texts (for example, teachings, parable, narrative)  
Taking account of the context, suggest meanings of Gospel texts studied, and compare their own ideas with ways in which Christians interpret biblical texts.  
Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives.  
Make connections between Christian teachings (e.g about peace, forgiveness, healing) and the issues, problems and opportunities in the world today, including their own lives.  
Articulate their own responses to the issues studied, recognising different points of view.

Unit U2.6  
For Christians, what kind of king was Jesus?  
**Summer 1**

Explain connections between biblical texts and the concept of the kingdom of God.  
Consider different possible meanings for the biblical texts studied, showing awareness of different interpretations.  
Make clear connections between belief in the kingdom of God and how Christians put their beliefs into practice.  
Show how Christians put their beliefs into practice in different ways.  
Relate the Christian 'kingdom of God' model (i.e loving others, serving the needy) to issues, problems and opportunities in the world today.  
Articulate their own responses to the idea of the importance of love and service in the world today.

**Vocab:** Two commandments of Jesus, Gospel texts, prayer, justice, generosity, commitment, peace, forgiveness, healing.

**Vocab:** Temptation, kingdom of God, heaven, parables, interpretations, beliefs, spiritual life, justice, fairness, love, service.

Unit U2.9  
Why is the Torah so important to Jewish people?  
**Summer 2**

Identify and explain Jewish beliefs about God.  
Give examples of some texts that say what God is like and explain how Jewish people interpret them.  
Make clear connections between Jewish beliefs about the Torah and how they use and treat it.  
Make clear connections between Jewish commandments and how Jews live (e.g in relation to kosher laws).  
Give evidence and examples to show how Jewish people put their beliefs into practice in different ways (e.g some differences between Orthodox and Progressive Jewish practice).  
Make connections between Jewish beliefs studied and explain how and why they are important to Jewish people today.

Unit U2.10  
What matters most to Humanists and Christians?  
**Summer 2**

Identify and explain beliefs about why people are good and bad (e.g Christian and Humanist).  
Make links with sources of authority that tell people how to be good (e.g Christian ideas of 'being made in the image of God' but 'fallen', and Humanists saying people can be 'good without God').  
Make clear connections between Christian and Humanist ideas about being good and how people live.  
Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.  
Raise important questions and suggest answers about how and why people should be good.  
Make connections between the values studied and their own lives, and their importance in the world today, giving good reasons for their views.



Consider and weigh up the value of e.g tradition, ritual, community, study and worship in the lives of Jews today, and articulate responses on how far they are valuable to people who are not Jewish.

**Vocab:** Jewish beliefs, Shema, Torah, Rosh Hashanah, Shabbat, kosher food laws, Orthodox and Progressive Jews, synagogue, tradition, ritual, community, study, worship.

**Vocab:** Good and bad beliefs – Christians and Humanists, no 'divine being' needed for Humanism, code for living/rules, fairness, freedom, truth, honesty, kindness, peace.