


**This progression document is to be used in conjunction with The Derbyshire and Derby City Agreed Syllabus for Religious Education 2020–2025 and The Derby City Agreed Syllabus for Religious Education 2015-2020**

Subject - RE 	<b>Year 3</b>	<b>Topics</b>	<b>Belief in God</b>	<b>Festivals</b>	<b>The Bible</b>	<b>Being a Christian in Britain</b>	<b>Right and Wrong</b>	<b>Natural World</b>
<b>RE in KS2: Programme of Study</b> <b>What do pupils get out of RE at this key stage?</b> Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views. Aims								
<b>Intent</b> The principle aim of RE is to engage pupils in systematic enquiry into significant human questions which religions and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses to their own.			<b>Implementation</b> Six units of RE are covered across each year – typically one a half term. Many of these units’ concepts are revisited in different year groups, revisiting key vocabulary while extending their own understanding, empathy and self-reflection of personal beliefs. Children have weekly lessons in RE throughout Key Stage 2, using the Derbyshire and Derby City Agreed Syllabus 2020-2025 to inform their planning.			<b>Impact</b> The teaching and learning of RE should enable pupils to: A. Know about and understand a range of religions and worldviews. B. Express ideas and insights about the nature, significance and impact of religions and worldviews. C. Gain and deploy the skills needed to engage seriously with religions and worldviews.		


<b>Prior learning</b>	<b>Future learning</b>
<ul style="list-style-type: none"> <li>• LS 2.1 = 1.1-3 (Who is Christian/Jewish/Muslim and what do they believe?)</li> <li>• LS 2.2 = F1 (Which stories are special and why?) &amp; 1.4 (What can we learn from sacred books?)</li> <li>• LS 2.7 = F1 (Where do we belong?) &amp; 1.7 (What does it mean to belong to a faith community?)</li> <li>• LS 2.9 = 1.8 (How should we care for others and the world, and why does it matter?)</li> </ul>	<ul style="list-style-type: none"> <li>• LS 2.1 = US 2.1 (Why do some people believe God exists?) &amp; 3.2 (Do we need to prove God’s existence?)</li> <li>• LS 2.2 = 3.2 (Does living Biblically mean obeying the whole Bible?)</li> <li>• LS 2.7 = LS 2.8 (What does it mean to be a Sikh in Britain today?), US 2.6 (What does it mean to be a Muslim in Britain today?) &amp; 3.8 (What is good and what is challenging about being a teenage Buddhist, Sikh or Muslim in Britain today?)</li> <li>• LS 2.9 = US 2.7 (What matters most to Christians and Humanists?) &amp; 3.10 (Does religion help people to be good?)</li> </ul>

<b>What pupils need to know or do to be secure</b>					
<u>LS 2.1 What do different people believe about God?</u>	<u>2.12 How and why do believers show their commitments during the journey of life? (2015-20 Curriculum)</u>	<u>LS 2.2 Why is the Bible so important for Christians today?</u>	<u>LS 2.7 What does it mean to be a Christian in Britain today?</u>	<u>LS 2.9 What can we learn from religions about deciding what is right and wrong?</u>	<u>2.17 What do religions teach about the natural world and why should we care about it? (2015-20 Curriculum)</u>
<b>Key Vocabulary</b>					

God, Allah, Brahman, Christian Muslim, Hindu, Trimurti, Holy Trinity, belief, faith, trust, relationship, holy text, Bhagavad Gita, Qu'ran, Bible	Ceremony, community, group, journey, coming of age, believer, identity, religion, importance, vows, practice	Guidance, wisdom, Bible, Christian, Old and New Testament, chapters, verses, creation, incarnation, salvation, temptation, interpretation, study.	Christian, God, Jesus, belief, community, family, duty, charity, faith, local, global.	Right, wrong, guide, advice, path, belief, rule, dilemma, temptation, differences, support, inspired, faith, help.	Nature, dominance, love, protect, Buddhist, Christian, Jewish, celebrate, care.
<b>Key learning / knowledge</b>	<b>Key learning / knowledge</b>	<b>Key learning /knowledge</b>	<b>Key learning / knowledge</b>	<b>Key learning / knowledge</b>	<b>Key learning / knowledge</b>
<ul style="list-style-type: none"> <li>•Trust and faith in our everyday lives.</li> <li>•Think about what people believe in God – look at how names for God reflect ‘His’ attributes.</li> <li>•Look at how art is used to represent ideas of God.</li> <li>•Look at religious texts and what they say about God.</li> <li>•Compare different religions for similarities and differences.</li> <li>•Explore why some people might not believe in God.</li> <li>•Express own ideas on God.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and use the metaphor of life as a journey.</li> <li>•Consider the value and meaning of ceremonies which mark milestones in life – concentrate on the new born/baby ones.</li> <li>•Think about the symbolism, meaning and value of ceremonies in different faiths.</li> <li>•Explore the basic beliefs Christians, Hindus and Jews have on birth.</li> <li>•Reflect on own ideas about community, belonging and belief.</li> </ul>	<ul style="list-style-type: none"> <li>•Look at what we use to guide us in everyday life.</li> <li>•Brief introduction to the Bible and how it is organised.</li> <li>•Look at different aspects of the Bible (ie how the Bible describes God, believers’ relationship with God, why they should follow God)</li> <li>•Consider how Christians use the Bible today to help them in everyday life.</li> </ul>	<ul style="list-style-type: none"> <li>•Look at how Christians show faith within families.</li> <li>•Consider artefacts used to show their beliefs.</li> <li>•Compare with how Christians show their faith in the church and local community. Choose two different churches and look at how they integrate with the local area (eg food banks, toddler groups etc).</li> <li>•Look at how Christians make a difference in the worldwide community.</li> </ul>	<ul style="list-style-type: none"> <li>•Explore teachings and guides for living within Judaism, Christianity and Humanism.</li> <li>•Look at two religious texts and how they give examples of what is a ‘good’ life.</li> <li>•Learn how we tell the difference between right and wrong and how easy it is to identify.</li> <li>•Look at examples of dilemmas.</li> <li>•Look at the lives of famous people faced with a dilemma and how their faith guided them.</li> <li>•Look at our own values.</li> </ul>	<ul style="list-style-type: none"> <li>•Think about how we as individuals consider the world.</li> <li>•Look at the story of Noah’s Ark and what we can learn from it.</li> <li>•Look at Buddhist views on even the smallest creatures.</li> <li>•Look at the Jewish festival of Tub S’hevat and the importance of trees to the festival.</li> <li>•Consider charity actions towards saving water and how religions view water and why.</li> <li>•Consider what we can all learn from these religions and their view of the world.</li> </ul>
<b>Key skills</b>					
<b><u>Believing</u></b>	<b><u>Expressing</u></b>	<b><u>Believing</u></b>	<b><u>Living</u></b>	<b><u>Living</u></b>	<b><u>Believing</u></b>
<p><b>Expected:</b></p> <ul style="list-style-type: none"> <li>• Describe some of the ways in which Christians Hindu and/or Muslims describe God (A1).</li> <li>• Ask questions and suggest some of their own responses to ideas about God (C1).</li> <li>• Suggest why having a faith or belief in something can be hard (B2).</li> <li>• Identify how and say why it makes a difference in people’s</li> </ul>	<p><b>Expected:</b></p> <ul style="list-style-type: none"> <li>• Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2).</li> <li>• Describe what happens in specific ceremonies of commitment and say what these rituals mean (A3).</li> <li>• Suggest reasons why marking the milestones of life</li> </ul>	<p><b>Expected:</b></p> <ul style="list-style-type: none"> <li>• Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2).</li> <li>• Give examples of how and suggest reasons why Christians use the Bible today (B1).</li> <li>• Describe some ways Christians say God is like, with examples from the Bible,</li> </ul>	<p><b>Expected:</b></p> <ul style="list-style-type: none"> <li>• Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1).</li> <li>• Describe some ways in which Christian express their faith through hymns and modern worship songs (A2).</li> <li>• Suggest at least two reasons why being a Christian is a</li> </ul>	<p><b>Expected:</b></p> <ul style="list-style-type: none"> <li>• Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1).</li> <li>• Make connections between stories of temptation and why people can find it difficult to be good (A2).</li> <li>• Give examples of ways in which some inspirational</li> </ul>	<p><b>Expected:</b></p> <ul style="list-style-type: none"> <li>•Make links between the Biblical creation narrative and the activities of Christians relating to care of the planet describe and show</li> <li>•Understanding of sources and teachings of other religions about creation and human responsibility to the environment.</li> </ul>

<p>lives to believe in God (B1).</p> <p><b><u>Exceeding:</u></b></p> <ul style="list-style-type: none"> <li>• Identify some similarities and differences between ideas about what God is like in different religions (B3).</li> <li>• 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).</li> </ul>	<p>are important to different religions. (B2).</p> <ul style="list-style-type: none"> <li>• Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1).</li> </ul> <p><b><u>Exceeding:</u></b></p> <ul style="list-style-type: none"> <li>• Explain similarities and differences between ceremonies of commitment (B3).</li> <li>• Discuss and present their own ideas about the value and challenge of religious commitment in Britain today (C2).</li> </ul>	<p>using different forms of expression (A1).</p> <ul style="list-style-type: none"> <li>• Discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3).</li> </ul> <p><b><u>Exceeding:</u></b></p> <ul style="list-style-type: none"> <li>• Explain how the Bible uses different kinds of stories to tell a big story (A2).</li> <li>• Suggest why Christians believe that God needs to rescue/save human beings (B2).</li> </ul>	<p>good thing in Britain today, and two reasons why it might be hard sometimes (B2).</p> <ul style="list-style-type: none"> <li>• 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).</li> </ul> <p><b><u>Exceeding:</u></b></p> <ul style="list-style-type: none"> <li>• Explain similarities and differences between at least two different ways of worshipping in two different Christian churches (A3).</li> <li>• Discuss and present ideas about what it means to be a Christian in Britain today, making links with their own experiences (C1).</li> </ul>	<p>people have been guided by their religion (B1).</p> <ul style="list-style-type: none"> <li>• Discuss their own and others' ideas about how people decide right and wrong (C3).</li> </ul> <p><b><u>Exceeding:</u></b></p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity (C3).</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and describe the impact of these beliefs on how people live.</li> <li>• Ask some questions and suggest some answers about what different people believe about creation and the natural world including non-religious perspectives</li> </ul> <p><b><u>Exceeding:</u></b></p> <ul style="list-style-type: none"> <li>• Make links between their own values about animals and the idea of God as creator of the world.</li> <li>• Reflect upon and express their own ideas and beliefs about care for creation in light of their learning, through story, art, drama, music and ICT.</li> </ul>
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Subject - RE 	<b>Year 4</b>	<b>Topics</b>	<b>Jesus as leader</b>	<b>Respectful towns</b>	<b>Being a Sikh in Britain</b>	<b>Journey of life</b>	<b>Festivals</b>	<b>Prayer</b>
<p><b><u>RE in KS2: Programme of Study</u></b>  <b><u>What do pupils get out of RE at this key stage?</u></b></p> <p>Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views. Aims</p>								
<b><u>Intent</u></b>			<b><u>Implementation</u></b>			<b><u>Impact</u></b>		
The principle aim of RE is to engage pupils in systematic enquiry into significant human questions which religions and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses to their own.			Six units of RE are covered across each year – typically one a half term. Many of these units’ concepts are revisited in different year groups, revisiting key vocabulary while extending their own understanding, empathy and self-reflection of personal beliefs. Children have weekly lessons in RE throughout Key Stage 2, using the Derbyshire and Derby City Agreed Syllabus 2020-2025 to inform their planning.			The teaching and learning of RE should enable pupils to: A. Know about and understand a range of religions and worldviews. B. Express ideas and insights about the nature, significance and impact of religions and worldviews. C. Gain and deploy the skills needed to engage seriously with religions and worldviews.		


Prior learning	Future learning
<ul style="list-style-type: none"> <li>• LS 2.3 = F2 (Which people are special and why?)</li> <li>• LS 2.8 = F5 (Where do we belong?), 1.7 (What does it mean to belong to a faith community?) &amp; 2.7 (What does it mean to be a Christian in Britain today?)</li> <li>• LS 2.6 = F5 (What times are special and why?) &amp; 1.6 (How and why do we celebrate special and sacred times?)</li> <li>• LS 2.5 = F4 (Which times are special and why?) &amp; 1.6 (How and why do we celebrate special and sacred times?)</li> <li>• LS 2.4 = F3 (Which places are special and why?) &amp; 1.5 (What makes some places sacred?)</li> </ul>	<ul style="list-style-type: none"> <li>• LS 2.3 = US 2.2 (What would Jesus do? Can we live by the values of Jesus in the 21<sup>st</sup> Century?) &amp; 3.3 (What is so radical about Jesus?)</li> <li>• LS 2.8 = US 2.6 (What does it mean to be a Muslim in Britain today?) &amp; 3.8 (What is good and what is challenging about being a teenage Buddhist, Sikh or Muslim in Britain today?)</li> <li>• LS 2.5 = US 2.5 (Is it better to express your beliefs in arts and architecture or in charity and generosity?) &amp; 3.7 (How can people express the spiritual through the arts?)</li> <li>• LS 2.4 = US 2.4 (If God is everywhere, why go to a place of worship?) &amp; 3.6 (Should religious buildings be sold to feed the starving?)</li> </ul>

<b>What pupils need to know or do to be secure</b>					
<u>LS 2.3 Why is Jesus so inspiring to some people?</u>	<u>2.15 How can we make our village/town/county a more respectful place? (2015-20 Curriculum)</u>	<u>LS 2.8 What does it mean to be a Sikh in Britain today?</u> <b>NB These are down as Hinduism in the new curriculum.</b>	<u>LS 2.6 Why do some people think that life is like a journey and what experiences mark this?</u>	<u>LS 2.5 Why are festivals important to religious communities?</u>	<u>LS 2.4 Why do people pray?</u>
<b>Key Vocabulary</b>					

Inspirational, role model, Christians, Jesus, parables, Kingdom of Heaven, Holy Week, Easter, resurrection, Holy Spirit.	Respect, community, British Values, langar, Sikhism, Bible, Christianity, Buddhism, mandir, mosque, church, iconography, deities, multi-cultural.	Guru Nanak, belief, values, significance, Khalsa, Guru Gobind Singh, Guru Granth Sahib, Langar.	Ceremony, community, group, journey, coming of age, believer, identity, religion, importance, vows, practice	Festival, symbolism, Diwali, Christmas, Eid, Yom Kippur, rituals, stories, celebrate, community, secular, charity.	Prayer, private, public ,Lord's Prayer, First Surah of the Qur'an, Gayatri Mantra, atheist, beliefs, practice, impact, answered, unanswered.
<b>Key learning / knowledge</b>	<b>Key learning / knowledge</b>	<b>Key learning /knowledge</b>	<b>Key learning / knowledge</b>	<b>Key learning / knowledge</b>	<b>Key learning / knowledge</b>
<ul style="list-style-type: none"> <li>•Discuss what makes someone inspirational.</li> <li>•Look at examples of Jesus' words and actions that inspire people today.</li> <li>•Use the events of Holy Week to explore why Jesus is so important to Christians.</li> <li>•Find out what the impact of believing in Jesus can have on a Christian's life.</li> <li>•Discuss the importance of the Holy Spirit in Christianity.</li> <li>•Explore what Christians believe to be the most important values to have based on the teachings of Jesus.</li> </ul>	<ul style="list-style-type: none"> <li>•Discuss respect, community and our own experiences of respect in the community.</li> <li>•Look at the examples of the 'Good Samaritan', 'The Monkey King' and a Sikh Langar to demonstrate respect in the community.</li> <li>•Look at similarities and differences between religious buildings and how they show respect.</li> <li>•How can we show respect in our local community that unifies all religions/secular beliefs?</li> </ul>	<ul style="list-style-type: none"> <li>• Find out about how Sikhs show their faith within their families.</li> <li>•Look at similarities and differences between pupils and the Sikh community from the point of view of family values and home rituals.</li> <li>•Discuss Sikh beliefs and the importance of Guru Nanak</li> <li>•Explore what Sikhs do to show their tradition within their faith communities.</li> <li>•Find out about some ways in which Sikhs make a difference in the world, specifically through the langar.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and use the metaphor of life as a journey.</li> <li>•Consider the value and meaning of ceremonies which mark milestones in life – concentrate on the adolescent ones.</li> <li>•Think about the symbolism, meaning and value of wedding ceremonies in different faiths.</li> <li>•Explore the basic beliefs Christians, Hindus and Jews have on life after death.</li> <li>•Reflect on own ideas about community, belonging and belief.</li> </ul>	<ul style="list-style-type: none"> <li>•Consider the meaning behind key religious festivals.</li> <li>•Look at the symbols, sounds, actions, story and rituals behind specific festivals.</li> <li>•Consider similarities and differences between the way festivals are celebrated.</li> <li>•Discuss questions on the deeper meaning of festivals.</li> <li>•Explore the benefits of celebrating as a religious community.</li> <li>•Consider the role of festivals in Britain today and some of the questions they raise.</li> </ul>	<ul style="list-style-type: none"> <li>•Look at different prayers used by Hindus, Christians and Muslims.</li> <li>•Consider different ways of praying</li> <li>Look at atheists' view on prayer.</li> <li>•Find out about different symbols used in prayers.</li> <li>•Explore connections between prayers of different religions.</li> <li>•Explore the impact of prayer.</li> <li>•Ask questions about answered and unanswered prayers.</li> <li>•Discuss the impact of praying in stories from inside certain religions.</li> </ul>
<b>Key skills</b>					
<b><u>Believing</u></b>	<b><u>Living</u></b>	<b><u>Living</u></b>	<b><u>Expressing</u></b>	<b><u>Expressing</u></b>	<b><u>Expressing</u></b>
<p><b>Expected:</b></p> <ul style="list-style-type: none"> <li>• Make connections between some of Jesus' teachings and the way Christians live today (A1).</li> <li>• Describe how Christians celebrate Holy Week and Easter Sunday (A1).</li> <li>• Identify the most important parts of Easter for Christians and say why they are important (B1).</li> </ul>	<p><b>Expected:</b></p> <ul style="list-style-type: none"> <li>•Show understanding of the richness of religious diversity of Great Britain and their own locality.</li> <li>•Describe some ways religion makes a difference locally.</li> <li>•Describe similarities and differences between living in a plural community and living in a community where almost everyone has similar beliefs and customs.</li> </ul>	<p><b>Expected:</b></p> <ul style="list-style-type: none"> <li>• Describe some examples of what Sikhs do to show their faith, and make connections with some Sikh beliefs and teachings about aims and duties in life (A1).</li> <li>• Describe some ways in which Sikhs express their faith (A2).</li> <li>• Suggest at least two reasons why being a Sikh is a</li> </ul>	<p><b>Expected:</b></p> <ul style="list-style-type: none"> <li>• Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2).</li> <li>• Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3).</li> <li>• Suggest reasons why marking the milestones of life</li> </ul>	<p><b>Expected:</b></p> <ul style="list-style-type: none"> <li>• Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2).</li> <li>• Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2).</li> <li>• Identify similarities and differences in the way festivals are celebrated within and between religions (A3).</li> </ul>	<p><b>Expected:</b></p> <ul style="list-style-type: none"> <li>• Describe the practice of prayer in the religions studied (A2).</li> <li>• Make connections between what people believe about prayer and what they do when they pray (A3).</li> <li>• Describe ways in which prayer can comfort and challenge believers (B2).</li> </ul>

<ul style="list-style-type: none"> <li>• Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2).</li> </ul> <p><b><u>Exceeding:</u></b></p> <ul style="list-style-type: none"> <li>• Make connections between the Easter story of Jesus and the wider 'big story' of the Bible (creation, the Fall, incarnation, salvation) – see unit L2.2), reflecting on why this inspires Christians (A1).</li> <li>• Present their own ideas about the most important attitudes and values to have today, making links with Christian values (C2).</li> </ul>	<ul style="list-style-type: none"> <li>• Make links between how we treat each other and the idea of a respectful community.</li> </ul> <ul style="list-style-type: none"> <li>• Make links between values like respect and tolerance and their own behaviour.</li> </ul> <p><b><u>Exceeding:</u></b></p> <ul style="list-style-type: none"> <li>• Ask good questions and suggest some answers, with reference to particular religions about religious diversity.</li> <li>• Apply ideas like respect, tolerance and community cohesion to some issues of diversity and living together.</li> </ul>	<p>good thing in Britain today, and two reasons why it might be hard sometimes (B2).</p> <ul style="list-style-type: none"> <li>• Discuss links between the actions of Sikhs in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).</li> </ul> <p><b><u>Exceeding:</u></b></p> <ul style="list-style-type: none"> <li>• Explain similarities and differences between Sikh worship and worship in another religious tradition pupils have been taught (B3).</li> <li>• Discuss and present ideas about what it means to be a Sikh in Britain today, making links with their own experiences (C1).</li> </ul>	<p>are important to Christians, Hindus and/or Jewish people (B2).</p> <ul style="list-style-type: none"> <li>• Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1).</li> </ul> <p><b><u>Exceeding:</u></b></p> <ul style="list-style-type: none"> <li>• Explain similarities and differences between ceremonies of commitment (B3).</li> <li>• Discuss and present their own ideas about the value and challenge of religious commitment in Britain today (C2).</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).</li> </ul> <p><b><u>Exceeding:</u></b></p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• Suggest how and why religious festivals are valuable to many people (B2).</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3).</li> </ul> <p><b><u>Exceeding:</u></b></p> <ul style="list-style-type: none"> <li>• Explain similarities and differences between how people pray (B3).</li> <li>• Consider and evaluate the significance of prayer in the lives of people today (A1).</li> </ul>
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Subject - RE 	<b>Year 5</b>	<b>Topics</b>	<b>A fair world</b>	<b>Being a Muslim in Britain</b>	<b>Jesus</b>	<b>Expression of beliefs</b>	<b>When life gets hard</b>	<b>Places of worship</b>
	<p align="center"><b>RE in KS2: Programme of Study</b></p> <p align="center"><b>What do pupils get out of RE at this key stage?</b></p> <p>Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views. Aims</p>							
<p align="center"><b>Intent</b></p> The principle aim of RE is to engage pupils in systematic enquiry into significant human questions which religions and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses to their own.			<p align="center"><b>Implementation</b></p> Six units of RE are covered across each year – typically one a half term. Many of these units’ concepts are revisited in different year groups, revisiting key vocabulary while extending their own understanding, empathy and self-reflection of personal beliefs. Children have weekly lessons in RE throughout Key Stage 2, using the Derbyshire and Derby City Agreed Syllabus 2020-2025 to inform their planning.			<p align="center"><b>Impact</b></p> The teaching and learning of RE should enable pupils to: A. Know about and understand a range of religions and worldviews. B. Express ideas and insights about the nature, significance and impact of religions and worldviews. C. Gain and deploy the skills needed to engage seriously with religions and worldviews.		

Prior learning	Future learning
<ul style="list-style-type: none"> <li>US 2.6 = F5 (Where do we belong?), 1.7 (What does it mean to belong to a faith community?), LS 2.7 (What does it mean to be a Christian in Britain today?) &amp; LS 2.8 (What does it mean to be a Sikh in Britain today?).</li> <li>US 2.2 = F2 (Which people are special and why?) &amp; LS 2.3 (Why is Jesus inspiring to some people?).</li> <li>US 2.4 = F3 (Which places are special and why?), 1.7 (What makes some places sacred?) &amp; LS 2.5 (Why do people pray?).</li> </ul>	<ul style="list-style-type: none"> <li>US 2.6 = 3.8 (What is good and what is a challenge about being a teenage Buddhist, Sikh or Muslim in Britain today?).</li> <li>US 2.2 = 3.3 (What is so radical about Jesus?).</li> <li>US 2.5 = 3.7 (How can people express the spiritual through the arts?).</li> <li>US 2.3 = 3.4 (Is death the end?) &amp; 3.5 (Why is there suffering? Are there any solutions?).</li> <li>US 3.6 = (Should religious buildings be sold to feed the starving?).</li> </ul>


<b>What pupils need to know or do to be secure</b>					
<u>2.16 Can religions help to make a fair world? (2015-20 Curriculum)</u>	<u>US 2.6 What does it mean to be a Muslim in Britain today?</u>	<u>US 2.2 What would Jesus do?</u>	<u>US. 2.5 Is it better to express your beliefs in art and architecture or in charity and generosity?</u>	<u>US 2.3 What do religions say to us when life gets hard?</u>	<u>US 2.4 If God is everywhere, why go to a place of worship?</u>
<b>Key Vocabulary</b>					
Belief, Bible, Christian, church, developing country, fair, fair trade, forgive, forgiveness,	Five pillars, Sawn, Shahada, Salah, Hajj, mosque, Zakat, Ramadan, discipline, Qiblah,	Bible, gospels, Jesus, love, forgiveness, generosity, justice, fairness, morality,	Sacred, art, architecture, charity, generosity, God, importance, similarities,	Believe, choice, communication, consequence, faith, God,	Belief, place of worship, pilgrimage, Christianity,

Hinduism, humanism, Islam, Judaism, justice, mercy, oppress, parable, poverty, prayer, Qur'an, righteous, sermon, society, unfair.	prayer mat, Wudu, Minaret, Minbar, Masjid.	Kingdom of God, Christians, community.	differences, worship, defend, opinion, moral.	prayer, right, rules, steward, supreme being, ultimate question, wrong, heaven, Christianity, Hinduism, atheist.	Hinduism, Judaism, alternative, duty, love, respect
<b>Key learning / knowledge</b>	<b>Key learning / knowledge</b>	<b>Key learning /knowledge</b>	<b>Key learning / knowledge</b>	<b>Key learning / knowledge</b>	<b>Key learning / knowledge</b>
<ul style="list-style-type: none"> <li>• Discuss what fairness and justice are and how they can be defined. Explain how they are on a sliding scale.</li> <li>• Look at bullying and how Humanists might react to this unfairness.</li> <li>• Use the example of Michael Watson on the importance of forgiveness for Christians.</li> <li>• Look at prayers from different religions and what they tell believers about justice and fairness.</li> <li>• Look at further teachings from Christianity and other religions and beliefs which ensure justice and fairness for all people including charity work.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore the practice, meaning and significance of the Five Pillars of Islam. How do these affect the lives of Muslims?</li> <li>• Think about and discuss the value and challenge for Muslims of following the Five Pillars and investigate how they are practised by Muslims in Britain today. Consider what beliefs, practices and values are significant in pupils' lives.</li> <li>• Talk about the Shahadah and make links with belief in tawhid.</li> </ul> <p>Explore Islamic art, looking at shape, pattern, colour and calligraphy</p> <ul style="list-style-type: none"> <li>• Consider the importance of the Holy Qur'an for Muslims.</li> <li>• Find out about the difference between the authority of the Qur'an and other forms of guidance for Muslims.</li> <li>• Reflect on what forms of guidance pupils turn to when they need advice.</li> <li>• Investigate the design and purpose of a mosque/masjid.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore Jesus' teachings and example and how they inspire Christians today.</li> <li>• Examine Luke 4:18–19 and find out what Jesus saw as his mission. Find examples of where he fulfilled this.</li> <li>• Use some of Jesus' stories, teachings and example to: understand what Christians believe he meant by loving others (love)</li> <li>• understand why he saw forgiveness as so important (forgiveness)</li> <li>• understand the way Christians believe we should treat each other (justice and fairness)</li> <li>• understand the way Christians believe we should handle wealth. (generosity)</li> <li>• Read gospel passages that talk about the 'kingdom of God'.</li> <li>• Devise some moral dilemmas and ask pupils to say 'what would Jesus do'?</li> </ul>	<ul style="list-style-type: none"> <li>• Notice, list and explain similarities and differences between Christian and Muslim sacred buildings.</li> <li>• Discuss Muslim and Christian ideas about the importance of being generous and charitable, ranking the ideas according to their importance, and applying them to issues about poverty and charity.</li> <li>• Consider why Christians and Muslims think giving money away is important.</li> <li>• Compare Christian and Muslim ideas about art (e.g. contrasting views on</li> <li>• Connect ways in which art and actions can reveal what people believe about God</li> <li>• Suggest reasons why some people may be critical of religious art/ architecture, and why some would defend it as important.</li> <li>• Weigh up which has a greater impact – art or charity?</li> </ul>	<ul style="list-style-type: none"> <li>• Explore ways in which religions help people to live, even when times are tough,</li> <li>• Ask some religious believers to explain how their faith has helped them in difficult times, and how it encourages them to enjoy life too.</li> <li>• Introduce the idea that most religious traditions teach about some form of life after death but some people believe that death is the end of life.</li> <li>• Learn some key concepts about life after death in Christianity, Hinduism and one non-religious view about what happens after death, e.g. Humanism.</li> <li>• Look at examples of 'art of heaven' and get pupils to respond with art work of their own.</li> <li>• Consider similarities and differences in ceremonies that mark the end of life on Earth.</li> <li>• Reflect on and express clearly their own ideas, concerns and possibly worries about death and the idea of life beyond.</li> </ul>	<ul style="list-style-type: none"> <li>• Find out some of the key features of places of worship.</li> <li>• Explore the duty of pilgrimage in Hinduism, which is seen as a wider part of worship.</li> <li>• Consider images of the Western Wall in Jerusalem. Explore what this wall means to Jews worldwide.</li> <li>• What different ways of worshipping can they find within Christianity? Reflect on why some Christians like to go to church to meet with God, and why some meet in a school or in a home. Why do Christians worship in different ways?</li> <li>• Find out about alternative forms of Christian communities, e.g. <a href="http://www.freshexpressions.org.uk">www.freshexpressions.org.uk</a> Consider the appeal of these to some Christians.</li> </ul>
<b>Key skills</b>					
<b>Living</b>	<b>Living</b>	<b>Believing</b>	<b>Expressing</b>	<b>Believing</b>	<b>Expressing</b>



<p><b>Expected:</b></p> <ul style="list-style-type: none"> <li>• Describe some of the problems of poverty in the world today, and some ways that charities, including religious charities, respond and make a difference.</li> <li>• Make connections between the teachings of Paul and Jesus and the work of one Christian agency today.</li> <li>• Make links between the teachings of another religion e.g. Islam and the work of Islamic Relief / Muslim Aid today.</li> <li>• Identify the qualities needed to take action to bring about what is right and good.</li> </ul> <p><b>Exceeding:</b></p> <ul style="list-style-type: none"> <li>• Reflect upon and express their own ideas and beliefs about treating others with justice and love in light of their learning, through story, art, drama, music and ICT</li> <li>• Ask and respond to questions about fairness and justice in the world.</li> </ul>	<p><b>Expected:</b></p> <ul style="list-style-type: none"> <li>• Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2).</li> <li>• Describe and reflect on the significance of the Holy Qur'an to Muslims (B1).</li> <li>• Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2).</li> <li>• Make connections between the key functions of the mosque and the beliefs of Muslims (A1).</li> </ul> <p><b>Exceeding:</b></p> <ul style="list-style-type: none"> <li>• Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life (B1).</li> <li>• Answer the title key question from different perspectives, including their own (C1).</li> </ul>	<p><b>Expected:</b></p> <ul style="list-style-type: none"> <li>• Outline Jesus' teaching on how his followers should live (A2).</li> <li>• Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3).</li> <li>• Explain the impact Jesus' example and teachings might have on Christians today (B1).</li> <li>• Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3).</li> </ul> <p><b>Exceeding:</b></p> <ul style="list-style-type: none"> <li>• Explain the links between Jesus' death on the cross and Christian belief in love and forgiveness, giving reasons why Christians want to follow Jesus (A2).</li> <li>• Investigate and explain the challenges of following Jesus' teaching about love, forgiveness justice and/or generosity, expressing their own ideas (C3).</li> </ul>	<p><b>Expected:</b></p> <ul style="list-style-type: none"> <li>• Describe and make connections between examples of religious creativity (buildings and art) (A1).</li> <li>• Show understanding of the value of sacred buildings and art (B3).</li> <li>• Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2).</li> <li>• Apply ideas about values and from scriptures to the title question (C2).</li> </ul> <p><b>Exceeding:</b></p> <ul style="list-style-type: none"> <li>• Outline how and why some Humanists criticise spending on religious buildings or art (A3).</li> <li>• Examine the title question from different perspectives, including their own (C1).</li> </ul>	<p><b>Expected:</b></p> <ul style="list-style-type: none"> <li>• Express ideas about how and why religion can help believers when times are hard, giving examples (B2).</li> <li>• Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1).</li> <li>• Explain some similarities and differences between beliefs about life after death (B2).</li> <li>• Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3).</li> </ul> <p><b>Exceeding:</b></p> <ul style="list-style-type: none"> <li>• Explain what difference belief in judgement/ heaven/karma/reincarnation might make to how someone lives, giving examples (B1).</li> <li>• Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding (B3)</li> </ul>	<p><b>Expected:</b></p> <ul style="list-style-type: none"> <li>• Make connections between how believers feel about places of worship in different traditions (A3).</li> <li>• Select and describe the most important functions of a place of worship for the community (B3).</li> <li>• Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2).</li> <li>• Present ideas about the importance of <i>people</i> in a place of worship, rather than the <i>place</i> itself (C1).</li> </ul> <p><b>Exceeding:</b></p> <ul style="list-style-type: none"> <li>• Outline how and why places of worship fulfil special functions in the lives of believers (A3).</li> <li>• Comment thoughtfully on the value and purpose of places of worship in religious communities (B1).</li> </ul>
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**This progression document is to be used in conjunction with The Derbyshire and Derby City Agreed Syllabus for Religious Education 2020–2025 and The Derby City Agreed Syllabus for Religious Education 2015-2020**

Subject - RE 	<b>Year 6</b>	<b>Topics</b>	<b>Belief</b>	<b>Being a Hindu in Britain</b>	<b>Ahimsa, Grace and Ummah</b>	<b>Christians and Humanists</b>	<b>Moral Maze</b>
	<p align="center"><b><u>RE in KS2: Programme of Study</u></b>  <b><u>What do pupils get out of RE at this key stage?</u></b></p> <p>Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views. Aims</p>						
<p align="center"><b><u>Intent</u></b></p> The principle aim of RE is to engage pupils in systematic enquiry into significant human questions which religions and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses to their own.			<p align="center"><b><u>Implementation</u></b></p> Six units of RE are covered across each year – typically one a half term. Many of these units’ concepts are revisited in different year groups, revisiting key vocabulary while extending their own understanding, empathy and self-reflection of personal beliefs. Children have weekly lessons in RE throughout Key Stage 2, using the Derbyshire and Derby City Agreed Syllabus 2020-2025 to inform their planning.			<p align="center"><b><u>Impact</u></b></p> The teaching and learning of RE should enable pupils to: A. Know about and understand a range of religions and worldviews. B. Express ideas and insights about the nature, significance and impact of religions and worldviews. C. Gain and deploy the skills needed to engage seriously with religions and worldviews.	

Prior learning	Future learning
<ul style="list-style-type: none"> <li>US 2.1 = 1.1-3 (Who is Christian, Muslim, Jewish and what do they believe?) &amp; LS 2.1 (What do different people believe about God?).</li> <li>US 2.8 = 1.8 (How do we care for others and the world, and why does it matter?).</li> <li>US 2.7 = 1.8 (How do we care for others and the world, and why does it matter?) &amp; LS 2.9 (What can we learn from religions about deciding right and wrong?).</li> </ul>	<ul style="list-style-type: none"> <li>US 2.1 = 3.1 (Do we need to prove God’s existence?).</li> <li>US 2.8 = 3.11 (What difference does it make to believe in...?).</li> <li>US 2.7= 3.10(Does religion help people be good?)</li> </ul>

<b>What pupils need to know or do to be secure</b>				
<u>US 2.1 Why do some people think God exists?</u>	<u>2.8 What does it mean to be a Hindu in Britain today?</u> <b>NB now, in theory, a Year 4 unit and therefore taken from the 2015-20 curriculum.</b>	<u>US 2.8 What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah?</u>	<u>US 2.7 What matters most to Christians and Humanists?</u>	<u>Moral Maze (LCP yr6)</u>
<b>Key Vocabulary</b>				
Belief, faith, science, God, leader, Bible, Christian, agnostic, atheist.	Supreme being, Aum , Brahman, Trimurti, Vishnu, Brahma, Shiva, Ganesh, Rama, Lakshmi, Krishna, deities, Divali, Holi, Raksha Bandhan,	Ahimsa, Ghandi, karma, reincarnation, liberation, grace, forgiveness, unconditional,	Humanist, Humanism, humanity, The Golden Rule, atheism, agnosticism, science, evidence, evolution Natural Selection, The Big Bang, empathy,	Dilemma, drugs, equal, five Ks, Guru Gobind Singh, headscarf, influences, kippah, Mughal, peer pressure, prophet, religious symbol, respect,

	Dharma, Karma, consequences, reincarnation, puja, worship, shrine, celebration, family, belief.	community, ummah, pilgrimage, global, local, zakat, hajj.	compassion, dignity, responsibility, human rights, celebrant.	skullcap, sources of authority, stealing, topi, topknot, tracker story
<b>Key learning / knowledge</b>	<b>Key learning /knowledge</b>	<b>Key learning / knowledge</b>	<b>Key learning / knowledge</b>	<b>Key learning / knowledge</b>
<ul style="list-style-type: none"> <li>•Use statistics to ascertain how many people believe in God in the world, country, local area.</li> <li>•Raise questions about the existence and nature of God.</li> <li>•Explore reasons people may or may not believe in God.</li> <li>•Consider why Christians might interpret parts of the Bible differently. Include biography of Christians scientists.</li> <li>•Invite Christians, agnostics and atheists in to discuss why they hold the beliefs they do.</li> <li>•Look at the impact belief has on those who have a faith, in everyday life.</li> </ul>	<ul style="list-style-type: none"> <li>• Find out about how Hindus show their faith within their families.</li> <li>•Look at similarities and differences between pupils and the Hindus community from the point of view of family values and home rituals.</li> <li>•Discuss Hindus ideas on the four aims of life and how they compare with the children’s own goals.</li> <li>•Explore what Hindus do to show their tradition within their faith communities.</li> <li>•Find out about some ways in which Hindus make a difference in the world. How does their faith help them explore the world?</li> </ul>	<ul style="list-style-type: none"> <li>• Find out about how Gandhi practised ahimsa in the liberation of India.</li> <li>• Learn that for Christians the idea of grace from God means that God loves people unconditionally.</li> <li>• Ask some Christians about what they understand by grace from God, and find out what difference it makes to their lives.</li> <li>• Explore the impact of the practice of zakat and hajj on Muslims, locally, in the UK and globally.</li> <li>•Make links between the three concepts: how are they similar and how different? Which has most impact and why?</li> <li>•Weigh up the value and impact of these key ideas for themselves.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at bad examples in life. Why are they bad?</li> <li>•Consider why people do good and bad things and what a code for life might be.</li> <li>•Look at the Humanist ‘code for living’ and compare it to the Christian code.</li> <li>•Discuss the children’s own codes and how they help them in everyday life. Where do their own values come from?</li> <li>•Consider some direct questions about values.</li> <li>• Notice and think about the fact that values can clash, and that doing the right thing can be difficult. How do pupils decide for themselves?</li> </ul>	<ul style="list-style-type: none"> <li>•Use the Bible story of Jonah to identify what a dilemma is and the different ways people might react to one.</li> <li>•Use the Sikh story of Bhai Kanhaya and Guru Gobind Singh to highlight that sometimes we feel pressure to please those around us even if we know it isn’t eh right thing to do. NB links with the Good Samaritan.</li> <li>•Think about different beliefs and values held within the classroom and as an individual and consider how far you might go to uphold those beliefs.</li> <li>•Respond to dilemmas posed with ways in which those faced with them could act.</li> <li>•Create own dilemmas, responses and consequences using the POOCH model.</li> </ul>
<b>Key skills</b>				
<b><u>Believing</u></b>	<b><u>Living</u></b>	<b><u>Living</u></b>	<b><u>Living</u></b>	<b><u>Living</u></b>
<p><b><u>Expected:</u></b></p> <ul style="list-style-type: none"> <li>• Outline clearly a Christian understanding of what God is like, using examples and evidence (A2).</li> <li>• Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2).</li> <li>• Express thoughtful ideas about the impact of believing or not believing in God on someone’s life (B1).</li> </ul>	<p><b><u>Expected:</u></b></p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2).</li> <li>• Suggest at least two reasons why being a Hindu is a good thing in</li> </ul>	<p><b><u>Expected:</u></b></p> <ul style="list-style-type: none"> <li>• Make connections between beliefs and behaviour in different religions (A1).</li> <li>• Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2).</li> <li>• Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions (A1).</li> </ul>	<p><b><u>Expected:</u></b></p> <ul style="list-style-type: none"> <li>• Describe what Christians mean about humans being made in the image of God and being ‘fallen’, giving examples (A2).</li> <li>• Describe some Christian and Humanist values simply (B3).</li> <li>• Express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing</li> </ul>	<p><b><u>Expected:</u></b></p> <ul style="list-style-type: none"> <li>•Outline their understanding of ideas and practices, linking different viewpoints</li> <li>•Explain the impact of and connections between ideas, practices, viewpoints</li> <li>•Express ideas thoughtfully in RE</li> <li>•Explain diverse ideas and viewpoints clearly in various forms</li> <li>•Apply ideas about religions and world views thoughtfully</li> <li>•Investigate and explain why</li> </ul>

<ul style="list-style-type: none"> <li>• Present different views on why people believe in God or not, including their own ideas (C1).</li> </ul> <p><b><u>Exceeding:</u></b></p> <ul style="list-style-type: none"> <li>• Explain how Christians sometimes disagree about what God is like, giving examples of how they interpret texts differently (B3).</li> <li>• Enquire into what some atheists, agnostics and theists say about God, expressing their own ideas and arguments, using evidence and examples (C1).</li> </ul>	<p>Britain today, and two reasons why it might be hard sometimes (B2).</p> <ul style="list-style-type: none"> <li>• 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).</li> </ul> <p><b><u>Exceeding:</u></b></p> <ul style="list-style-type: none"> <li>• Explain similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught (B3).</li> <li>• Discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own experiences (C1).</li> </ul>	<ul style="list-style-type: none"> <li>• Consider similarities and differences between beliefs and behaviour in different faiths (B3).</li> </ul> <p><b><u>Exceeding:</u></b></p> <ul style="list-style-type: none"> <li>• Explain similarities in ways in which key beliefs make a difference to life in two or three religions (A1).</li> <li>• Consider and evaluate the significance of the three key ideas studied, in relation to their own ideas (B3).</li> </ul>	<p>them with the ideas of others they have studied (C3).</p> <ul style="list-style-type: none"> <li>• 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> </ul> <p><b><u>Exceeding:</u></b></p> <ul style="list-style-type: none"> <li>• Give examples of similarities and differences between Christian and Humanist values (B3).</li> <li>• 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> </ul>	<p>religions and world views matter</p> <p><b><u>Exceeding:</u></b></p> <ul style="list-style-type: none"> <li>• Enquire into and interpret ideas, sources and arguments</li> <li>• Appreciate and appraise different understandings of religion and world views</li> <li>• Express insights into questions, giving coherent accounts of beliefs + ideas</li> </ul>
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## Appendix

The letters and numbers found alongside the individual skills refer to the end of Key Stage outcomes as outlined below.

RE teaching and learning should enable pupils to...

<b>A. Know about and understand a range of religions and worldviews.</b>	<b>B. Express ideas and insights about the nature, significance and impact of religions and worldviews.</b>	<b>C. Gain and deploy the skills needed to engage seriously with religions and worldviews.</b>
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### End of key stage outcomes

RE should enable pupils to:

<b>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.</b>	<b>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.</b>	<b>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.</b>
<b>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.</b>	<b>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.</b>	<b>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.</b>
<b>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>	<b>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.</b>	<b>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.</b>

These general outcomes are related to specific content within the key question outlines/units of study on pp.50-67.