



Horton Kirby Church of England Primary School

Curriculum Intentions of Skill Progression In Religious Education



	Know and Understand a range of religions and worldviews so they can: Describe explain analyse, investigate and enquire, respond, appreciate and appraise :			Express ideas and insights about the nature significance and impact of religions and world views so they can Articulate, Explain reasonably, express with discernment, appreciate and appraise		
Level	(A) beliefs, teachings and sources: Metaphysics and Textual enquiry	(B) practices and ways of life Phenomenology	(C) forms of expression Language and communication	(D) identity and belonging: Anthropology Sociology Psychology	(E) meaning, purpose and truth: Ontology	(F) values and commitments: Ethics
	I can	I can	I can	I can	I can	I can
1	remember a Christian (Hindu, etc.) story and talk about it <i>e.g. talk about the story of Diwali</i>	use the right names for things that are special to Buddhists (Jews, etc) <i>e.g. say "That is a Church", or "She's praying" when shown a picture</i>	recognise religious art, symbols and words and talk about them <i>e.g. say "That is a Star of David" when my teacher shows me a picture</i>	talk about things that happen to me <i>e.g. talk about how I felt when my baby brother was born</i>	talk about what I find interesting or puzzling <i>e.g. say "I like the bit when Krishna helped his friend"</i>	talk about what is important to me and to other people <i>e.g. talk about how I felt when I gave a present to my friend</i>
2	tell a Christian (Sikh, etc.) story and say some things that people believe (suggest meanings) <i>e.g. re tell the story of the birth of Jesus say ie that Christians believe in that God became human to share our experience</i>	talk about some of the things that that are the same for different religious people <i>e.g. say that Christians worship in church and Sikhs attend the Gurdwara and i.e. how this makes them feel part of community.</i>	say what some Christian symbols stand for or say what some of the art (etc) is about <i>e.g. say that water is used at baptism to remind Christians of being washed clean of sins; and see similarities with use of water in Wazu in Islam</i>	ask about what happens to others with respect for their feelings <i>e.g. watch and talk about the Christening service in a church and discuss what it means to become part of a family or group.</i>	talk about some things in stories that make people ask questions <i>e.g. say "It was mysterious when God spoke to Moses"</i>	talk about what is important to me and to others with respect for their feelings <i>e.g. say "I agree with the rule about not stealing as stealing is not fair"</i>
End of Key stage 1 expectations	A2 Be able to recall and name different religious stories in order to suggest the meanings behind them Be able to retell and suggest meanings to religious and moral stories	A1 Be able to recall and name different religious practices including festivals of... worship, rituals and ways of life, in order to find out the meanings behind them B1 Ask and respond to questions about what communities do and why to identify what difference belonging to a religious community might make.	A3 Be able to recognise some different religious symbols and actions related to a communities way of life appreciating similarities between religious and non religious communities B3 Notice and respond sensitively to some similarities between different religions and worldviews	B2 Observe and recount different ways of expressing identity and belonging responding sensitively for them selves	C1: Explore questions about belonging meaning and truth so they can express their own ideas and opinions in response using words music art or poetry	C3 Express their own ideas and opinions in relation to questions of right and wrong using words music art and poetry

	beliefs, teachings and sources	practices and ways of life	forms of expression	identity and belonging	meaning, purpose and truth	values and commitments
	I can	I can	I can	I can	I can	I can
3	describe what a believer might learn from a religious story	describe some of the things that are the same and different for religious people	use religious words to describe some of the different ways in which people show their beliefs	compare some of the things that influence me with those that influence other people	ask important questions about life and compare my ideas with those of other people	link things that are important to me and other people with the way I think and behave
	<i>e.g. make a connection between the story of the forming of the Khalsa and the need for Sikhs to be brave in times of trouble</i>	<i>e.g. note how Muslims and Sikhs both treat their holy books with respect by keeping them higher than other books</i>	<i>e.g. Write a 50 word art gallery guide to a picture of Shiva Nataraja to show links with Hindu beliefs about God</i>	<i>e.g. consider the significance of marriage in Christian tradition and reflect on the importance of stable family life to them</i>	<i>e.g. ask why many people believe in life after death, give their view and compare with a particular religious view</i>	<i>e.g. talk about how listening to a story about generosity might make them behave when they hear about people who are suffering</i>

4	make links between the beliefs (teachings, sources, etc.) of different religious groups and show how they are connected to believers' lives	use the right religious words to describe and compare what practices and experiences may be involved in belonging to different religious groups	express religious beliefs (ideas, feelings, etc) in a range of styles and words used by believers and suggest what they mean	ask questions about who we are and where we belong, and suggest answers which refer to people who have inspired and influenced myself and others	ask questions about the meaning and purpose of life, and suggest a range of answers which might be given by me as well as members of different religious groups or individuals	ask questions about the moral decisions I and other people make, and suggest what might happen as a result of different decisions, including those made with reference to religious beliefs / values
	<i>e.g. make links between Qur'anic and Biblical sources and Muslim and Jewish charities :e.g. connect some teachings of Jesus with the work of Christian charities</i>	<i>e.g. use some Pali or Sanskrit terms in describing two different Buddhist types of meditation e.g. compare the way that Hindus and Buddhists might meditate</i>	<i>e.g. design a guide book to the key features inside two churches, indicating their meaning for those who worship there</i>	<i>e.g. prepare question for an interview with a member of a religious community, referring to the beliefs which sustain them as well as those of the believer</i>	<i>e.g. referring to resurrection and reincarnation gather and present their view and those of religious and non religious on life after death</i>	<i>e.g. write a report about the environment and suggest what might happen depending on different moral choices that could be made</i>
5	suggest reasons for the similar and different beliefs which people hold, and explain how religious sources are used to provide answers to important questions about life and morality	describe why people belong to religions and explain how similarities and differences within and between religions can make a difference to the lives of individuals and communities	use a wide religious vocabulary in suggesting reasons for the similarities and differences in forms of religious, spiritual and moral expression found within and between religions	give my own and others' views on questions about who we are and where we belong and on the challenges of belonging to a religion and explain what inspires and influences me	ask questions about the meaning and purpose of life and suggest answers which relate to the search for truth and my own and others' lives	ask questions about things that are important to me and to other people and suggest answers which relate to my own and others' lives

	<i>e.g. compare different Islamic beliefs about the Jihad and say how different interpretations may come about, using Qu'ranic and other texts to illustrate their answers</i>	<i>e.g. write an account of Hajj which explains why many Shi'a Muslims will go on to visit the tomb of Ali because they believe that he was the rightful successor to the Prophet Muhammad</i>	<i>e.g. Listen to and review a range of worship songs draw from different Christian traditions and suggestions for similarities and differences between them</i>	<i>e.g. write a 'question and answer' style report on what it may like to be a member of a religious community in Britain today, outline what impresses them about this religious identity and community</i>	<i>e.g. Chose a piece of art work or music which raises questions about what is 'true' and which relates to their own ideas and personal search for meaning in life and present this to their peers for discussion</i>	<i>e.g. write a report on a moral issue in the news, interviewing key people in the debate and including religious views and the potential impact of those views on their own and others' lives</i>
End of Key stage 2 Expectation	A2 Describe and understand the links between stories and teachings they are investigating and respond thoughtfully to the issues that arise from them in different communities.	A1 Describe and make connections between different features of Religions and world views discovering more about celebrations worship pilgrimages and the rituals that mark the important points in life. B1 Observe and understand varied examples of religions and worldviews so they can explain*, their meaning and significance to individuals and communities. *by giving coherent reasons	A3. Explore and describe a range of beliefs, symbols and actions to understand different ways of life and ways of expressing meaning. B3 observe and consider different dimensions of religion, to explore and show understanding of similarity and difference between religions and worldviews	B2 Understand the challenges of commitment of a faith or belief, suggesting reasons why belonging to that community may be valuable, both in the diverse communities being studied and in their own lives	C1 Gather select, organise, refine and present their own and others ideas about challenging questions about belonging, meaning, purpose and truth thoughtfully in different forms including reasoning music art and poetry	C.3 Discuss and apply their own and other ideas about ethical questions including areas of right and wrong, just and fair, and express their own ideas clearly in response. C2 Consider and apply ideas about the ways in which diverse communities can live together for the well being of all, responding thoughtfully to ideas about community, values and respect

Possible 'Secondary Ready' statement	To show knowledge and understanding of a range of religions and world views at the end of key stage 2: Pupils make connections between different features* of religions and worldviews. They describe and identify similarity and differences in religious beliefs and practices and give coherent reasons for their significance for individuals and communities. They describe identify and suggest meanings for a variety of ways in which believers express their ideas. *They use religious vocabulary accurately in describing the following features of religions and worldviews: symbols teachings celebrations worship pilgrimage ritual actions experiences words, phrases and stories are interpreted by believers	To express ideas and insights about the nature significance and impact of religions and world views at the end of Key stage 2: Pupils express their own and other ideas and opinions about religion and belief supported by a coherent reason. They suggest possible consequences for themselves and others in matters of justice and fairness. To do this they gather select organise and refine questions, ideas and answers in relation to belonging meaning purpose and truth and issues of right and wrong, (just and fair). They can suggest the possible consequences of commitment to a faith or belief for both individuals and communities. They identify the (religious) values and principles that may benefit communities and society and apply them to people's lives.
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