



St Mark's C. E Junior School

Progressive Knowledge, Skills & Outcome Journey for Religious Education

| Outcomes | | | | |
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| | Year 3 | Year 4 | Year 5 | Year 6 |
| Autumn | <p>Children will learn about the Creation story and what Christians believe this tells us.</p> <p>Children will learn what it is like to follow God using key religious figures.</p> | <p>Children will learn what Hindus believe what God is like.</p> <p>Children will learn what it is like to be a Hindu in Britain today</p> | <p>Children will learn what it means if Christians believe God is holy and loving.</p> <p>Children will learn what it is like to be a Muslim in Britain today.</p> | <p>Children will look at creation and science and how there is conflicting & complimentary points.</p> <p>Children will learn why some people believe in God and that some people don't.</p> |
| Spring | <p>Children will learn about festivals and worship for Muslims.</p> <p>Children will learn about the first disciples and how Christians try to follow these examples today.</p> | <p>Children will learn about salvation and why Christians call the day Jesus died: Good Friday.</p> <p>Children will learn how and why people mark significant events in their lives.</p> | <p>Children will learn why Christians believe that Jesus is the Messiah.</p> <p>Children will learn why the Torah is important to Jews.</p> | <p>Children will learn why Hindus want to be good.</p> <p>Children will learn what Christians believe Jesus did to "save" people.</p> |
| Summer | <p>Children will learn about festivals and family life for Jews.</p> <p>Children will learn how and why people try to make the world a better place</p> | <p>Children will learn what the impact of Pentacost is on Christians.</p> <p>Children will learn about the Trinity and why it is important to Christians.</p> | <p>Children will learn about the Gospel and how Christians use these to live.</p> <p>Children will learn what matters most to Humanists and Christians.</p> | <p>Children will learn about why Christians think about: What King was Jesus.</p> <p>Children will learn about how faith can help people when life gets hard.</p> |

| | Year 3 | Year 4 | Year 5 | Year 6 |
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| Making Sense of Belief | <ul style="list-style-type: none"> Identify and describe the core beliefs and concepts studied. Make clear links between texts/sources of authority and the key concepts studied. Offer suggestions about what texts/ sources of authority can mean and give examples of what these sources mean to believers. | | <ul style="list-style-type: none"> Identify and explain the core beliefs and concepts studied, using examples from sources of authority in religions. Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs and concepts. Give meanings for texts/sources of authority studied, comparing these ideas with ways in which believers interpret texts/sources of authority. | |
| | <ul style="list-style-type: none"> Place the concepts of God and Creation on a timeline of the Bible's 'big story'. Make clear connections between the story of Noah and the idea of the covenant. Identify some beliefs about God in Islam, expressed in Surah 1. Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'. Offer informed suggestions about the meaning of the Exodus story for Jews today. Make links between religious beliefs and teachings and why people try to live and make the world a better place. | <ul style="list-style-type: none"> Identify some Hindu deities and say how they help Hindus describe God. Make links between Hindu practices and the idea that Hinduism is a whole 'way of life' (<i>dharma</i>) Offer informed suggestions about the meaning and importance of ceremonies of commitment for religious and non-religious people today. Recognise the word 'Salvation' and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live. Give examples of what Pentecost means to some Christians now. Recognise what a 'Gospel' is and give an example of the kinds of stories it contains. | <ul style="list-style-type: none"> 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) Explain connections between biblical texts and Christian ideas of God, using theological terms. Identify Gospel and prophecy texts, using technical terms. Identify and explain Jewish beliefs about God. 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 links with the 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 | <ul style="list-style-type: none"> 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. Define the terms 'theist', 'atheist' and 'agnostic' and give examples of statements that reflect these beliefs. Identify and explain Hindu beliefs, e.g. <i>dharma</i>, <i>karma</i>, <i>samsara</i>, <i>moksha</i>, using technical terms accurately. Outline the timeline of the 'big story' of the Bible, explaining how incarnation and Salvation fit within it. Explain connections between biblical texts and the concept of the kingdom of God Identify beliefs about life after death in at least two religious |

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| | | | without God') | traditions, comparing and accounting for similarities and differences |
| Understanding the Impact | <ul style="list-style-type: none"> • Make simple links between stories, teachings and concepts studied and how people live, individually and in communities. • Describe how people show their beliefs in how they worship and in the way they live. • Identify some differences in how people put their beliefs into practice. | | <ul style="list-style-type: none"> • Make clear connections between what people believe and how they live, , individually and in communities. • Using evidence and examples, show how and why people put their beliefs into practice in different ways e.g. in different communities, denominations or cultures. | |
| | <ul style="list-style-type: none"> • Describe what Christians do because they believe God is Creator. (e.g. follow God, wonder at how amazing God's creation is; care for the Earth. • Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony. • Give examples of <i>ibadah</i> (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. • Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways. • Describe how Jews show their beliefs through worship in | <ul style="list-style-type: none"> • Identify some different ways in which Hindus worship including how Hindus show their faith within their families in Britain today (e.g. home <i>puja</i>). • Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) and say what these rituals mean. • Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities. • Describe how Christians show their beliefs about the Holy Spirit in worship. | <ul style="list-style-type: none"> • Make clear connections between Muslim beliefs and <i>ibadah</i> (e.g. Five Pillars, festival, mosques, art) • Make clear connections between Bible texts studied and what Christians believe about God, for example, through how cathedrals are designed. • Comment on how the idea that Jesus is the Messiah makes sense in the wider story of the Bible. • Make clear connections between Jewish commandments and how Jews live. (e.g. in relation to Kosher laws) | <ul style="list-style-type: none"> • Make clear connections between Genesis 1 and the Christian belief about God as creator. • Make clear connections between what people believe about God and the impact of this belief on how they live. • 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. • Make clear connections between the Christian belief in Jesus' death as a sacrifice and how Christians celebrate Holy Communion /Lord's Supper. • Make clear connections between belief in the kingdom |

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| | <p>festivals, both at home and in wider communities.</p> <ul style="list-style-type: none"> Identify some differences in how people put their beliefs into action. | <ul style="list-style-type: none"> Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism and prayer, for example) and in the way they live. | <ul style="list-style-type: none"> Make clear connections between Jewish beliefs about the Torah and how they use and treat it. Make clear connections between Gospel texts, Jesus' 'good news', and how Christians live in the Christian community and in their individual lives. Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view. | <p>of God and how Christians put their beliefs into practice.</p> <ul style="list-style-type: none"> Make clear connections between what people believe about God and how they respond to challenges in life (e.g. suffering, bereavement) |
| <p>Making Connections</p> | <ul style="list-style-type: none"> Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly. Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live. Give a good reason for the views they have and the connections they make. | <ul style="list-style-type: none"> Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people (e.g. believers and atheists) Reflect on and articulate lessons people must gain from the beliefs/ practices studied, including their own responses, recognising that other people may think differently. Consider and weigh up how ideas studied relate to their own experiences and experiences in the world today, developing insights of their own and giving good reasons for the views they have and the connections they make. | | |

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| | <ul style="list-style-type: none"> • Ask questions and suggest answers about what might be important in the Creation story for Christians and non-Christians living today. • Make links between the story of Noah and how we live in school and the wider world. • Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims. • Make links between the importance of love in Bible stories studied and life in the world today, giving a good reason for their ideas. <ul style="list-style-type: none"> • Make links with the value of personal reflection, saying 'sorry', being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas. • Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their views. | <ul style="list-style-type: none"> • Raise questions and suggest answers about what is good about being a Hindu in Britain today and whether taking part in family and community rituals is a good thing for individuals and society, giving good reasons for their ideas. • Give good reasons why they think ceremonies of commitment are or are not valuable today. • Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions. <ul style="list-style-type: none"> • Make links between ideas about the kingdom of God in the Bible and what people believe about following God today, giving good reasons for their ideas. • Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe God is like. | <ul style="list-style-type: none"> • Reflect on and articulate what it is like to be a Muslim in Britain today, giving good reasons for their views. • 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. • 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. • Articulate their own responses to the issues studied, recognising different points of view. • Raise important questions and suggest answers about how and why people should be good. | <ul style="list-style-type: none"> • 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. • Make connections between beliefs and behaviour in their own lives, in the light of learning. • 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. • Weigh up the value and impact of ideas of sacrifice in their own lives and the world today. <ul style="list-style-type: none"> • Relate the Christian 'kingdom of God' model (i.e. loving others, serving the needy) to issues, problems and opportunities in the world today. • Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding these. |
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| Assessment | | | | |
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| | Year 3 | Year 4 | Year 5 | Year 6 |
| Autumn | <p>Children will be able to say what is like for someone to follow God.</p> <p>Children will be able to make clear links between the story of Noah & the idea of a covenant.</p> | <p>Children will be able to explain what Hindus believe God is like.</p> <p>Children will be able to make links between having a “spark of God in them” and ideas about the value of people in the world today.</p> | <p>Children will be able to explain what it means if Christians believe god is holy and loving.</p> <p>Children will be able to weigh up biblical ideas and teachings about God as holy and loving and how this might make a difference in the world today, developing insights of their own.</p> | <p>Children will be able to explain if creation and science is conflicting or complimentary.</p> <p>Children will be able to make clear connections between Genesis 1 and the Christian belief about God the creator.</p> |
| Spring | <p>Children will be able to explain how festivals & worship impact the lives of a Muslim.</p> <p>Children will explain what Ibadah is and give examples of this act.</p> | <p>Children will be able to explain the impact of Pentecost.</p> <p>Children will be able to make connections between Pentecost & Christian beliefs. (Summer 1)</p> | <p>Children will be able to understand why the Torah is so important to Jewish people.</p> <p>Children will be able to make connections between Jewish beliefs about the Torah and how they use and treat it.</p> | <p>Children will be able to explain why Hindus want to be good.</p> <p>Children will be able to identify and explain Hindu beliefs, using technical terms accurately.</p> |
| Summer | <p>Children will be able to explain how festivals and family life matter to a Jew.</p> <p>Children will be able to make links with forgiveness, freedom and justice in the world today.</p> | <p>Children will be able to explain what the Trinity is and why it is important to Christians.</p> <p>Children will be able to make links between Bible texts and God in Christianity.</p> | <p>Children will be able to make sense of what beliefs matter most to Humanists and Christians.</p> <p>Children will be able to make links with the sources of authority that tell people how to be good.</p> | <p>Children will be able to explain what Christians believe Jesus did to ‘save’ people.</p> <p>Children will be able to weigh up the value and impact of ideas of sacrifice in their own lives and the world today. (Spring 2)</p> |