



St Cuthbert's CofE Junior School

Knowledge and Skills Progression in Religious Education

Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
Year 2	Year 3 and Year 4	Year 5 and Year 6
- Identify the core concepts and beliefs studied and give a simple description of what they mean - Give examples of how stories show what people believe (eg the meaning behind a festival) - Give clear, simple accounts of what stories and other texts mean to believers	- Identify and describe the core beliefs and concepts studied - Make clear links between texts/sources of authority and the key concepts studied - Offer informed suggestions about what texts/sources of authority might mean and give examples of what these sources mean to believers	- Identify and describe the core beliefs and concepts studied using examples from texts. sources of authority in religions - Describe examples of ways in which people use texts/sources of authority to make sense of core beliefs. - Taking account of the context, suggest meaning for texts/sources of authority studied, comparing their ideas with ways in which believers interpret them, showing awareness of different interpretations.
- Give examples of how people use stories, texts and teachings to guide their beliefs and actions, individually and as communities - Give example of ways in which believers put their beliefs into action	- 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	- 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 eg in different communities, denominations or cultures



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• Think, talk and ask questions about whether there are any lessons for them to learn from the ideas they have been studying, exploring different ideas • Give a good reason for the views they have and the connections they make • Talk about what they have learned	• Raise important questions and suggest answers about how far the beliefs and practices studied might make a difference to how pupils think and live • Make links between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly • Give good reasons for the views they have and the connections they make • Talk about what they have learned and if changed their thinking	• Make connections between the beliefs and practices studied, evaluating and explaining their importance to different people eg believers and atheists • Reflect on and articulate lessons people might gain from the beliefs/practices studied, including their own responses, recognising that others may think differently • Consider and weigh up how ideas studied in this unit relate to their own experiences and experiences of the world today, developing insights of their own and giving good reasons for the views they have and the connections they make • Talk about what they have learned, how their thinking may have changed and why.



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Religious Education ~ Mixed Year planning						
	AUTUMN		SPRING		SUMMER	
YEAR A (year 3)	Religion: Hinduism Theme: Diwali Key Question: Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child? AMV – Key belief – Dharma & Deity and Unit 2.3	Religion: Christianity Theme: Christmas Concept: Incarnation Key Question: Has Christmas lost it's true meaning? AMV – Incarnation & UNIT 2.5	Religion: Christianity Theme: Jesus' Miracles Concept: Incarnation Key Question: Could Jesus heal people? Were these miracles or is there some other explanation? AMV – Incarnation	Religion: Christianity Theme: Easter – Forgiveness Concept: Salvation Key Question: What is 'good' about Good Friday? AMV – Salvation	Religion: Hinduism Theme: Hindu Beliefs Key Question: How can Braham be everywhere and in everything? AMV –Key belief – Dharma & Deity and Unit 2.3	Religion: Hinduism Theme: Pilgrimage to the River Ganges Key Question: Would visiting the River Ganges feel special to a non-Hindu? AMV –Key belief – Dharma & Deity and Unit 2.3
YEAR B (year 4)	Religion: Judaism Theme: Beliefs and Practices Key Question: How special is the relationship Jews have with God? AMV –Key Belief – God and the Covenant & UNIT 2.1	Religion: Christianity Theme: Christmas Concept: Incarnation Key Question: What is the most significant part of the nativity story for Christians today? AMV - Incarnation	Religion: Judaism Theme: Passover Key Question: How important is it for Jewish people to do what God asks them to do? AMV –Key Belief – God and the Covenant & UNIT 2.1	Religion: Christianity Theme: Easter Concept: Salvation Key Question: Is forgiveness always possible for Christians? AMV – Key Belief – Salvation & Unit 2.4	Religion: Judaism Theme: Rites of Passage and good works Key Question: What is the best way for a Jew to show commitment to God? AMV –Key Belief – God and the Covenant & UNIT 2.1	Religion: Christianity Theme: Prayer and Worship Key Question: Do people need to go to church to show they are Christians? AMV – Belief – Agape & Unit 2.6
	Religion: Buddhism	Religion: Christianity Theme: Christmas	Religion: Buddhism	Religion: Christianity Theme: Easter	Religion: Christianity	Religion: Buddhism



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YEAR A (year 5)	Theme: Buddha's teachings Key Question: Is it possible for everyone to be happy?	Concept: Incarnation Key Question: Is the Christmas story true? AMV – Incarnation & Unit 2.11	Theme: The 8-fold path Key Question: Can the Buddha's teachings make the world a better place?	Concept: Salvation Key Question: How significant is it for Christians to believe God intended Jesus to die? AMV – Salvation & Unit 2.10	Theme: Trinity Key Question: Does belief in the Trinity help Christians make better sense of God as a whole? AMV – Belief - God
	Religion: Islam Theme: Beliefs and Practices Key Question: What is the best way for a Muslim to show Commitment to God? AMV – Key Belief – Islam & Unit 2.8	Religion: Christianity Theme: Christmas Concept: Incarnation Key Question: How significant is it that Mary was Jesus' Mother? AMV - Incarnation	Religion: Christianity Theme: Beliefs and Meaning Concept: Salvation Key Question: Is anything ever eternal? AMV - Salvation	Religion: Christianity Theme: Easter Concept: Gospel Key Question: Is Christianity still a strong religion 2000 years after Jesus was on Earth? AMV – Belief - Agape	Religion: Islam Theme: Beliefs and moral values Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives? AMV – Belief - Iman