



NE Nov 2021	Fs2	Y1	Y2	Y3	Y4	Y5	Y6
Christianity		<p>Identify key aspects of the Christmas story and explain why Jesus was good news for Christians.</p> <p>Explain how Christians view the creation of the world and try to take care for it.</p> <p>Evaluate what it means to Christians to belong to a church.</p> <p>Talk about how Christians might use symbols in a church building and begin to suggest reasons why.</p>	<p>Explain why Christians might choose to follow Jesus.</p> <p>Recall key teachings Christians believe about God found in the 'lost' parables, the parable of the good Samaritan and other parables studied.</p> <p>Describe key important things Christians believe about Jesus and refer to the Easter story, life and teachings of Jesus.</p> <p>Evaluate key teachings studied from the Bible and explain why they may be important to Christians.</p>	<p>Explain how Christians see God as 'Three in One' through symbols.</p> <p>Describe and suggest reasons why Christians call Jesus, Saviour.</p> <p>Describe how Christians live their lives as disciples.</p>	<p>Analyse what Christians can learn about Jesus from nativity stories.</p> <p>Explain the concept of salvation.</p>	<p>Describe how celebrating Easter shows a Christian understanding of Sacrifice and Reconciliation.</p> <p>Explain how Christians seek to live to advance the Kingdom of God on Earth.</p>	<p>Outline how Christians around the world read the Bible to maintain their relationship with God.</p> <p>Make connections between Christianity, Judaism and Islam.</p> <p>Make connections between Christianity, Judaism and Islam.</p>
Islam/Judaism		<p>Talk about who Muslims say Allah and Muhammad (pbuh) are e.g. 99 names of Allah / Prophet of God.</p> <p>Explain that the Qu'ran is the holy book of Islam and say how it should be treated.</p> <p>Show an understanding of at least two Muslim artefacts and explain how they are used.</p> <p>Describe at least three things that might happen at a Muslim baby's naming ceremony.</p>	<p>Identify that the Torah is a holy book for Jews and how there are rules to help guide a Jew in their lives</p> <p>Tell you why Shabbat is important to a Jew and how Jews may go to Synagogue during this period</p> <p>Identify some different artefacts and symbols of Judaism and recognise some of these in the Synagogue</p>	<p>Identify and understand that Muslims believe the Prophets who came before Muhammad (PBUH) all taught the same message and that Muhammad (pbuh) is the last and final prophet.</p> <p>Recall at least three key facts about the story of the 'Night of Power' Muhammad's (pbuh) first revelation.</p> <p>Recognise the Qu'ran and identify it with Islam. Explain how and why Muslims treat it with respect and believe it to be the exact words of 'Allah' (God)</p>	<p>Reflect on why and how Jews worship</p> <p>Explain the importance of the Covenant for Jews</p> <p>Explain key features in a synagogue, how worship happens there and explore how this relates to Jewish belief</p> <p>Evaluate why Pesach is important to Jews as an act of commemoration</p>	<p>Identify, describe and explain key Muslim beliefs related to Allah (God).</p> <p>Understand Muslims believe that to have 'inner peace with God' humans must follow and submit to Allah's guidance and will.</p> <p>Name the Five Pillars and explain why they are important to Muslims.</p> <p>Explain and assess how all Muslims are part of the 'Ummah' by showing how the Five Pillars enable Muslims to have peace with God.</p> <p>Explain how Muslims' organisations help people in need.</p>	



		Describe at least three things that might happen at a Muslim marriage.		Describe three ways in which Muslim worship shows devotion to Allah making reference to life at home and in the Mosque, understanding features of a mosque.			
Hinduism/Sikhism				Explain how a Hindu may worship at home or in the mandir  Describe and explain how a Hindu celebrates Diwali and Holi  Explain how a Hindu may view God  Retell some Hindu stories and explain their significance for a Hindu  Analyse a Hindu's journey of life and significant events along the way	Explain how a Hindu may worship at home or in the mandir.	Explain how Sikhs believe in all pathways leading to God  Tell you about the founder of Sikhism, Guru Nanak and recall key events in his life  Explain the symbolism of the 5Ks  Analyse how Sikhs show community and equality in their lives	Tell you about what happens in the Gurdwara and how the Guru Granth Sahib is treated with respect
Humanism						Describe the main beliefs of Humanism and begin to compare it to following a religious belief  Say what Humanists think about God  Explain how Humanists believe they can be happy  Explore the happy human symbol  Describe how Humanists celebrate in their lives  Explain how Humanists lifestyle plays a role in modern society.	



**Cheshire West and Chester Council RE Skills progression for KS1 and KS2**

**The ongoing skills and attitudes listed below are central to the study of Religion and World Views and should be reflected in learning opportunities, throughout all stages of learning.**

<b>Ongoing skills</b>	Critical Thinking, Religious Tolerance, Investigation, Interpretation, Reflection, Evaluation, Analysis, Synthesis, Application, Expression, Self Understanding, Communication, Problem Solving.
<b>Developing Attitudes</b>	Self Esteem, Curiosity, Fairness, Respect, Empathy, Wonder, Open-mindedness, Working with others, Sense of Community.
<b>Examples of skill development in KS1</b>	



I can talk about a practice from a religion.	I can retell a religious story using prompts and know that it is from a sacred text and is special to some people.	I can recognise some religious symbols and words.	I can talk about my own experiences and can link these to the communities to which I belong.	I can ask 'who', 'what' and 'when' questions when exploring a religion.	I have started to share my opinions and say what is important to myself and to others.	I can ask questions about me, and who I am, showing awe and wonder. I can ask puzzling questions about Creation and God.	I can see how I can work together with others even if we have differences.	I can say ideas which are important to me and can say what I think to be right and wrong.
I can recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, and find out about the meanings behind them.	I can retell and suggest meanings to some religious and moral stories. I can explore and discuss sacred writings and sources of wisdom and recognising the communities from which they come.	I can recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.	I can ask and respond to questions about what communities do, and why. I can identify what difference belonging to a community might mean.	I can tell you different ways of expressing identity and belonging.	I notice and respond sensitively to some similarities between different religions and worldviews.	I ask questions about belonging, meaning and truth and can express my own ideas and opinions in response.	I can find out about and respond with ideas to examples of co-operation between people who are different	I can find out about questions of right and wrong and begin to express my own ideas and opinions.

**Examples of skill development in KS2**

I can describe religions and world views, connecting my ideas and prior learning.	I can make connections between different stories / sayings and what they teach followers of different religions / worldviews.	I can explore belief in action and make connections with my own life and communities.	I can give thoughtful responses using different forms of expression.	I understand the commitment and dedication needed for those who follow a religion or non-religious world view.	I can consider an aspect of a religion and show differences and similarities to other religions or worldviews.	I can discuss why worshippers choose to attend a particular place of worship and what it means to belong.	I can consider and discuss examples of key leaders in stories from different religions or world views as peacemakers and what this means.	I can reflect on my own values and explore what I can learn from the values of believers.
I can describe and make connections between different features of the religions and worldviews we have studied. I can talk about celebrations, worship, pilgrimages and rituals which mark important points in life and reflect on ideas.	I can describe and understand links between stories and other aspects of the communities I have been investigating. I can respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities	I can explore and describe a range of beliefs, symbols and actions so that I can understand different ways of life and ways of expressing meaning.	I can observe and understand varied examples of religions and worldviews and can explain, with reasons, their meanings and significance to individuals and communities.	I understand the challenges of commitment to a community suggesting why belonging to a community may be valuable both in the diverse communities being studied and in my own life.	I can observe and consider different dimensions of religion, so that I can explore and show understanding of similarities and differences between different religions and worldviews	I can explore the 'Golden Rule' and consider thoughtfully and respectfully how this affects my own and others' lifestyles.	I can consider and apply ideas about ways in which diverse communities can live together for the well-being of all, and respond thoughtfully to ideas about community, values and respect	I can discuss and apply my own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express my own ideas clearly in response.
I can explain how history and culture can influence an individual and how some	I can explore eyewitness accounts and how these events may be explained	I can discuss my own and other's spiritual experiences and	I can explain the religions and worldviews which I encounter clearly,	I can develop insight and start to analyse the impact of	I can discuss the nature of religion and compare the main	I can explore and make personal informed responses to	I can discuss issues about community cohesion and demonstrate	I can explore moral and ethical



question these influences.	through psychological or theological explanations and different ways of seeing the world.	find connections between communities.	reasonably and coherently.	diversity within a community.	disciplines which we have studied.	ultimate questions.	understanding of different views.	questions using examples.
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*Naomi Anstice. CW&C SACRE Agreed syllabus supplementary materials. October 2018.*