

Religious Education PROGRESSION OF KNOWLEDGE AND SKILLS

STRAND: Taken from Oldham SACRE	KS1	KS2	
Making Sense of beliefs.  Understanding the impact.  Making connections.		Element 1: Making sense of beliefs Identifying and making sense of core religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways; and developing skills of interpretation Element 2: Understanding the impact. Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world, appreciating and appraising different ways of life and ways of expressing meaning. Element 3: Making connections Evaluating, reflecting on and connecting the key concepts and questions studied, so that pupils can challenge the ideas studied, and consider how these ideas might challenge their own thinking; and discerning possible connections between the ideas and pupils' own lives and ways of understanding the world, expressing critical responses and personal reflections.	
	Key Stage One * Identify some core beliefs and concepts studied and give a simple description of what they mean * Give examples of how stories show what people believe (e.g. The meaning behind a festival) * Give clear, simple accounts of what stories and other texts mean to believers * Give examples of how people use stories, texts and teachings to guide their beliefs and actions * Give examples of ways in which believers put their beliefs into practice * Think, talk and ask questions about whether the ideas they have been studying have something to say to them * Give a good reason for the views they have and the connections they make	Lower KS2 *Identify and describe the core beliefs and concepts studied * Make clear links between texts/sources of wisdom and authority and the core concepts studied *Offer informed suggestions about what texts/sources of wisdom and authority can mean, and give examples of what these sources mean to believers *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 ways they live * Identify some differences in how people put their beliefs into practice * 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 between some of the beliefs and practices studied and life in the world today, expressing some ideas of their own clearly.	Upper KS2 *Identify and explain 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 wisdom and authority to make sense of core beliefs and concepts *Give meanings for texts/sources of wisdom and authority studied, comparing these ideas with some ways in which believers interpret texts/sources of authority *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 *Make connections between the beliefs and practices studied, evaluating and explaining their importuning to different people (e.g. Believers and atheists) *Reflect on and articulate lessons people might gain from the beliefs/ practices studied, including their own responses, recognizing 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
*	<p><i>L2.1 What do Jewish people believe and how do they live?</i></p> <p><i>L2.2 What do different people believe about worshipping God?</i></p> <p><i>L2.3 Why do people pray?</i></p> <p>*I can use religious vocabulary (as set out in knowledge mat) to describe some key features of religions.</p> <p>*I can begin to find out compare and contrast similarities and difference in christen, Muslim Jewish and Hindi pray.</p> <p>*I can identify the impact religion has on believer’s lifestyle.</p> <p>*I can ask questions about different religious beliefs and lifestyles, respecting others’ faiths.</p> <p>*I can identify the impact religion has on believer’s lifestyles.</p> <p>*I can make links between values and commitments, and my own attitudes and behaviour.</p> <p><i>L2.7 What does it mean to live in a Hindu community today?</i></p> <p><i>L2.10 Why do Christians call the day Jesus died ‘Good Friday’?</i></p> <p><i>L2.11 What can we learn from religions about temptation, right and wrong?</i></p> <p>*I can use developing religious vocabulary to describe sources, authorities, practices, beliefs, life-styles, ideas, feelings and experiences.</p> <p>*I can understand the impact of religion on people’s lifestyles.</p> <p>*I can suggest answers to questions of sacredness, identity, belonging, meaning, purpose, truth, values and commitments.</p> <p>*I can make links between faiths, and describe some similarities and differences both within and between religions.</p> <p>*I can understand what inspires and influences others and myself.</p> <p>*I know how to ask appropriate questions about religious beliefs and lifestyles.</p>	<p><i>U2.1 Values: What matters most to Humanists?</i></p> <p><i>U2.3 What are the different ways to worship? What are the differences and similarities between religions?</i></p> <p><i>U2.4: Keeping the 5 Pillars of Islam: How do Muslim beliefs make a difference to their way of living?</i></p> <p>*I can use relevant religious vocabulary to explain the impact of beliefs upon individuals and communities.</p> <p>*I can suggest answers to questions of sacredness, identity belonging, meaning purpose truth values and commitments relating them to their own and others’ lives.</p> <p>*I can express what inspires me, expressing my own and others views on the challenges of belonging to a religion.</p> <p>*I can use examples to express insight to relationships between beliefs and authorised teaching.</p> <p>*I know that similarities and differences illustrate distinctive believe within and between religions.</p> <p>*I can understand the sources and arguments explaining different answers from different traditions to ultimate questions.</p> <p><i>U2.7 How does faith enable resilience?</i></p> <p><i>U2.9 How and why do some people inspire others?</i></p> <p><i>U2.10 Is it better to express your religion in arts and architecture or in charity and generosity?</i></p> <p>*I can understand the impact of religion and belief upon individual, communities and societies.</p> <p>*I can use religious vocabulary to explain religions and beliefs and beliefs, explaining reasons for diversity within and between them.</p> <p>*I can express insight into my own and others’ views on questions of sacredness, identity and belonging.</p> <p>*I can understand the challenges of belonging to a religion in the contemporary world, focusing on values and commitments.</p> <p>*I can use examples to express insight into world issues.</p>

	<p>*I understand the values and commitments, of my own and others' attitudes and behavior.</p>	
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<p>CONSOLIDATION</p>	<p>Revisit: Christianity and Islam</p>	<p>Revisit: Christianity, Islam, Hinduism and Judaism.</p>
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