



RE

Knowledge and Skills Progression

Intent

At Borrow Wood Primary School we believe that Religious Education has a significant role to play in the development and understanding of pupils' spiritual, moral, social and cultural appreciation.

The values that are embraced help prepare our children with the right skills and attitudes so they can flourish in the wider community and become positive citizens in a diverse society.

Our children are encouraged to appreciate different religions, beliefs, viewpoints whilst developing their own views through an exciting and positive learning environment. Children can learn, enquire, and explore the big questions helping promote inclusiveness through mutual respect toward people of different faiths and beliefs.

We aim to help broaden their perspectives of faiths and cultures, encouraging tolerance of diversity whilst nurturing their own sense of belonging through self-awareness and reflection.

Foundation 1/2

Subject: Religious Education

Derbyshire Agreed Syllabus

Children should be provided with opportunities in RE to:

- Listen to and talk about appropriate stories which engage them
- Experience religion – engage with artefacts, visit places of worship (with a focus on experiences and symbols), listen and respond to visitors from faith communities
- Get to know and use religious words accurately e.g. God, Bible, church, Diva, festival, prayer,
- Use all five senses – smell (e.g. incense); taste (e.g. special foods) see and touch (e.g. religious artefacts); hear (e.g. chants/hymns/prayers/bells)
- Make and do – make festive food, role play, dress up, dance
- Have times of quiet and stillness
- Share their own beliefs, ideas and values
- Talk about their ideas and experiences, and develop empathy for others
- Use their imagination and curiosity to develop their appreciation and wonder of the world in which they live
- Ask questions that are philosophically challenging and to have them taken seriously

Coverage	F2: Which people are special and why? <i>Believing strand</i>	F4: Which times are special? Christianity – Nativity Hinduism – Diwali <i>Expressing strand</i>	F6: What is special about our world? <i>Living strand</i>	F3: Which places are special and why? <i>Expressing strand</i>	F5: Where do we belong? <i>Living strand</i>	F1: What stories are special and why? <i>Believing strand</i>
Progression	Skills Pupils should:					

<p>Talk about people who are special to them.</p> <p>Say what makes their family and friends special to them.</p> <p>Identify some of the qualities of a good friend.</p> <p>Reflect on the question 'Am I a good friend?'</p> <p>Recall and talk about stories of Jesus as a friend to others.</p> <p>Recall a story about a special people in other religions and talk about what we can learn from them.</p>	<p>Give examples of special occasions and suggest features of a good celebration.</p> <p>Recall simple stories connected with Christmas/Easter and a festival from another faith.</p> <p>Say why Christmas/Easter and a festival from another faith are special times for believers.</p>	<p>Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world.</p> <p>Re-tell stories, talking about what they say about the world, God, human beings.</p> <p>Think about the wonders of the natural world, expressing ideas and feelings.</p> <p>Express ideas about how to look after animals and plants.</p> <p>Talk about what people do to mess up the world and what they do to look after it.</p>	<p>Talk about somewhere that is special to themselves, saying why.</p> <p>Be aware that some religious people have places that have special meaning to them.</p> <p>Talk about the things that are special and valued in a place of worship.</p> <p>Identify some significant features of sacred places</p> <p>Recognise a place of worship.</p> <p>Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church.</p>	<p>Re-tell religious stories making connections with personal experiences.</p> <p>Share and record occasions when things have happened in their lives that made them feel special.</p> <p>Recall simply what happens at a traditional Christian infant baptism and dedication.</p> <p>Recall simply what happens when a baby is welcomed into a religion other than Christianity.</p>	<p>Talk about some religious stories.</p> <p>Recognise some religious words. (God/prayer/church...)</p> <p>Identify some of their own feelings in the stories they hear.</p> <p>Identify a sacred text (Bible/Qur'an...)</p> <p>Talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do.</p> <p>Talk about what Jesus teaches about saying 'thank you', and why it is good to thank and be thanked.</p>
<p>Year 1</p>	<p>Subject: Religious Education</p>				

Derbyshire Agreed Syllabus	<p>The National Curriculum states that children in Key Stage 1 should:</p> <p>Knowledge, skills and understanding</p> <p>1. Learning about religion</p> <ul style="list-style-type: none"> • Pupils should be taught to: • Explore a range of religious stories and sacred writings and talk about their meanings • Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate • Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives • Explore how religious beliefs and ideas can be expressed through the arts and communicate their responses • Identify and suggest meanings for religious symbols and begin to use a range of religious words <p>Learning from religion</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Reflect on and consider religious and spiritual ideas, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness • Ask and respond imaginatively to puzzling questions, communicating their ideas • Identify what matters to them and others, including those with religious commitments, and communicate their responses • Reflect on how spiritual and moral values relate to their own behaviour • Recognise that religious teachings and ideas make a difference to individuals, families and the local community 				
Coverage	<p>1.1: Who is a Christian and what do they believe? (part 1)</p> <p><i>Believing strand</i></p>	<p>1.6: How and why do we celebrate special and sacred times? (part 1)</p> <p><i>Expressing strand</i></p>	<p>1.2: Who is a Muslim and what do they believe? (part 1)</p> <p><i>Believing strand</i></p>	<p>1.7: What does it mean to belong to a faith community?</p> <p><i>Living strand</i></p>	<p>1.5: What makes some places sacred?</p> <p><i>Expressing strand</i></p> <p><i>This could be an RE week or fit into a cross curricular unit of study.</i></p>
Progression	<p>Skills</p> <p>Pupils should:</p>				

<p>Talk about the fact that Christians believe in God and follow the example of Jesus (A1).</p> <p>Recognise some Christian symbols and images used to express ideas about God (A3).</p> <p>Talk about some simple ideas about Christian beliefs about God and Jesus (A1).</p> <p>Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2).</p> <p>Talk about issues of good and bad, right and wrong arising from the stories (C3)</p>	<p>Identify a special time they celebrate and explain simply what celebration means (A1).</p> <p>Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2).</p> <p>Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1).</p> <p>Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2).</p> <p>Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1).</p> <p>Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).</p>	<p>Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammed.</p> <p>Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fidr (A1)</p> <p>Recognise that Muslims do not draw Allah or the Prophet, but use writing to say what God is like (A3)</p> <p>Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1)</p> <p>Re-tell a story about the life of the Prophet Muhammed (A2)</p> <p>Recognise some objects used by</p>	<p>Talk about what is special and of value about belonging to a group that is important to them (B2).</p> <p>Show an awareness that some people belong to different religions (B1).</p> <p>Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3).</p> <p>Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1).</p> <p>Identify two ways people show they</p>	<p>Recognise that there are special places where people go to worship, and talk about what people do there (A1).</p> <p>Identify at least three objects used in worship in two religions (A3).</p> <p>Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3).</p> <p>Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2).</p> <p>Describe some of the ways in which people use music in worship, and talk about how different kinds of music make them feel (C1).</p> <p>Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1).</p>
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	Ask some questions about believing in God and offer some ideas of their own (C1).		Muslims and suggest why they are important (A2) Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1)	belong to each other when they get married (A1). Respond to examples of co-operation between different people (C2)	
Greater Depth	Make links between what Jesus taught and what Christians believe and do (A2) Respond thoughtfully to a piece of Christian music and a Bible text that inspired it (B1)	Suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas, Chanukah and/or Eid-ul-Fitr (A3). Identify some similarities and differences between the celebrations studied (B3).	Make links between what the Holy Qur'an says and how Muslims behave (A2) Ask some questions about God that are hard to answer and offer some ideas of their own (C1)	Give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences (B2). Identify some similarities and differences between the ceremonies studied (B3).	Show that they have begun to be aware that some people regularly worship God in different ways and in different places (B3). Suggest meanings to religious songs, responding sensitively to ideas about thanking and praising (A2)
	Year 2	Subject: Religious Education			

Derbyshire Agreed Syllabus	<p>The National Curriculum states that children in Key Stage 1 should:</p> <p>Knowledge, skills and understanding</p> <p>1. Learning about religion</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Explore a range of religious stories and sacred writings and talk about their meanings • Name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate • Identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives • Explore how religious beliefs and ideas can be expressed through the arts and communicate their responses • Identify and suggest meanings for religious symbols and begin to use a range of religious words <p>Learning from religion</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Reflect on and consider religious and spiritual ideas, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness • Ask and respond imaginatively to puzzling questions, communicating their ideas • Identify what matters to them and others, including those with religious commitments, and communicate their responses • Reflect on how spiritual and moral values relate to their own behaviour • Recognise that religious teachings and ideas make a difference to individuals, families and the local community 					
Coverage	<p>1.3: Who is Jewish and what do they believe?</p> <p><i>Believing strand</i></p>	<p>1.6: How and why do we celebrate special and sacred times? (part 2 – revisit/building on skills in part 1)</p> <p><i>Expressing strand</i></p>	<p>1.2: Who is a Muslim and what do they believe? (part 2 – revisit/building on skills in part 1)</p> <p><i>Believing strand</i></p>	<p>1.1: Who is a Christian and what do they believe? (part 2 – revisit/building on skills in part 1)</p> <p><i>Believing strand</i></p>	<p>1.4: What can we learn from sacred books?</p> <p><i>Believing strand</i></p>	<p>1.8: How should we care for others and the world, and why does it matter?</p> <p><i>Living strand</i></p>
Progression	<p>Skills</p> <p>Pupils should:</p>					

<p>Talk about the fact that Jewish people believe in God (A1).</p> <p>Recognise that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat) (A3).</p> <p>Talk about how the mezuzah in the home reminds Jewish people about God (A3).</p> <p>Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1).</p> <p>Re-tell a story that shows what Jewish people at the festival of</p>	<p>Identify a special time they celebrate and explain simply what celebration means (A1).</p> <p>Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2).</p> <p>Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1).</p> <p>Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2).</p> <p>Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1).</p> <p>Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).</p>	<p>Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammed. Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fidr (A1)</p> <p>Recognise that Muslims do not draw Allah or the Prophet, but use writing to say what God is like (A3)</p> <p>Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1)</p> <p>Re-tell a story about the life of the Prophet Muhammed (A2)</p> <p>Recognise some objects used by Muslims and suggest</p>	<p>Talk about the fact that Christians believe in God and follow the example of Jesus (A1)</p> <p>Recognise some Christian symbols and images used to express ideas about God (A3).</p> <p>Talk about some simple ideas about Christian beliefs about God and Jesus (A1).</p> <p>Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2).</p> <p>Talk about issues of good and bad, right and wrong arising from the stories (C3).</p> <p>Ask some questions about believing in</p>	<p>Talk about some of the stories that are used in religion and why people still read them (A2).</p> <p>Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books (B3).</p> <p>Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3).</p> <p>Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2).</p> <p>Ask and suggest answers to questions arising from stories Jesus</p>	<p>Talk about how religions teach that people are valuable, giving simple examples (B1).</p> <p>Recognise that some people believe God created the world and so we should look after it (A2).</p> <p>Re-tell Bible stories and stories from another faith about caring for others and the world (A2).</p> <p>Identify ways that some people make a response to God by caring for others and the world (B1).</p> <p>Talk about issues of good and bad, right and wrong arising from the stories (C3).</p> <p>Talk about some texts from different religions that promote the 'Golden</p>
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	<p>Chanukah might think about God, suggesting what it means (A2).</p> <p>Ask some questions about believing in God and offer some ideas of their own (C1)</p>		<p>why they are important (A2)</p> <p>Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1)</p> <p>Find out about and respond with ideas to examples of co-operation between people who are different (C2)</p>	<p>God and offer some ideas of their own (C1).</p>	<p>told and from another religion (C1).</p> <p>Talk about issues of good and bad, right and wrong arising from the stories (C3).</p>	<p>Rule', and think about what would happen if people followed this idea more (C2)</p> <p>Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1).</p>
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Greater Depth	<p>Make links between some Jewish teachings and how Jewish people live (A2).</p> <p>Express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways (C1).</p>	<p>Suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas, Chanukah and/or Eid-ul-Fitr (A3).</p> <p>Identify some similarities and differences between the celebrations studied (B3).</p>	<p>Make links between what the Holy Qur'an says and how Muslims behave (A2).</p> <p>Ask some questions about God that are hard to answer and offer some ideas of their own (C1).</p>	<p>Make links between what Jesus taught and what Christians believe and do (A2).</p> <p>Respond thoughtfully to a piece of Christian music and a Bible text that inspired it (B1).</p>	<p>Suggest their own ideas about stories from sacred texts and give reasons for their significance (C1).</p> <p>Make links between the messages within sacred texts and the way people live (A2).</p>	<p>Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories (B1).</p> <p>Answer the title question thoughtfully, in the light of their learning in this unit (C1).</p>
	Year 3	Subject: Religious Education				

Derbyshire Agreed Syllabus	<p>The Derbyshire Agreed syllabus outlines that at KS2:</p> <p>1. Learning about religion Pupils should be taught to:</p> <ul style="list-style-type: none"> • Describe the key aspects of each religion studied, especially the people, stories and traditions that influence the beliefs and values of others • Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings • Identify and begin to describe the similarities and differences within and between religions • Investigate the significance of religion in the local, national and global communities • Consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them • Describe and begin to understand religious and other responses to ultimate and ethical questions • Use specialist vocabulary in communicating their knowledge and understanding • Use and interpret information about religions from a range of sources <p>2. Learning from religion Pupils should be taught to:</p> <ul style="list-style-type: none"> • Reflect on what it means to belong to a faith community, communicating their own and others' responses • Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways • Discuss their own and others' views of religious truth and belief, expressing their own ideas • Reflect on ideas of right and wrong and their own and others' responses to them • ☑ Reflect on sources of inspiration in their own lives and the lives of others 					
	Coverage	L2.7: What does it mean to be a Christian in Britain today? (part 1) <i>Living strand</i>	L2.8: What does it mean to be a Hindu in Britain today? (part 1) <i>Living strand</i>	L2.2: Why is the Bible so important for Christians today? <i>Believing strand</i>	L2.5: Why are festivals important to religious communities? <i>Expressing strand</i>	L2.1: What do different people believe about God? <i>Believing strand</i>

Progression	Skills Pupils should:
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	<p>Identify and name examples of what Christians have and do in their families and at church to show their faith (A3).</p> <p>Ask good questions about what Christians do to show their faith (B1).</p> <p>Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1).</p> <p>Describe some ways in which Christian express their faith through hymns and modern worship songs (A2).</p> <p>Suggest at least two reasons why being a</p>	<p>Identify and name examples of what Hindus have and do in their families and at mandir to show their faith (A3).</p> <p>Ask good questions about what Hindus do to show their faith (B1).</p> <p>Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1).</p> <p>Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2).</p> <p>Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).</p> <p>Discuss links between the actions of Hindus in helping others and ways</p>	<p>Recall and name some Bible stories that inspire Christians (A2).</p> <p>Identify at least two ways Christians use the Bible in everyday life (B1).</p> <p>Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2).</p> <p>Give examples of how and suggest reasons why Christians use the Bible today (B1).</p> <p>Describe some ways Christians say God is like, with examples from the Bible, using different forms of expression (A1).</p> <p>Discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3).</p>	<p>Recognise and identify some differences between religious festivals and other types of celebrations (B2).</p> <p>Retell some stories behind festivals (e.g. Christmas, Divali, Pesach) (A2).</p> <p>Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2).</p> <p>Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2).</p> <p>Identify similarities and differences in the way festivals are celebrated within and between religions (A3).</p> <p>Explore and suggest ideas about what is worth celebrating and remembering in</p>	<p>Identify beliefs about God that are held by Christians, Hindus and/or Muslims (B1).</p> <p>Retell and suggest the meanings of stories from sacred texts about people who encountered God (A1).</p> <p>Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1).</p> <p>Ask questions and suggest some of their own responses to ideas about God (C1).</p> <p>Suggest why having a faith or belief in something can be hard (B2).</p> <p>Identify how and say why it makes a difference in people's lives to believe in God (B1).</p>	<p>Describe what some believers say and do when they pray (A1).</p> <p>Respond thoughtfully to examples of how praying helps religious believers (B2).</p> <p>Describe the practice of prayer in the religions studied (A2).</p> <p>Make connections between what people believe about prayer and what they do when they pray (A3)</p> <p>Describe ways in which prayer can comfort and challenge believers (B2)</p> <p>Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3).</p>
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	<p>Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).</p> <p>Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).</p>	<p>in which people of other faiths and beliefs, including pupils themselves, help others (C2).</p>		<p>religious communities and in their own lives (C1).</p>		
Greater Depth	<p>Explain similarities and differences between at least two different ways of worshipping in two different Christian churches (A3).</p> <p>Discuss and present ideas about what it means to be a Christian in Britain today, making links with their own experiences (C1).</p>	<p>Explain similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught (B3).</p> <p>Discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own experiences (C1).</p>	<p>Explain how the Bible uses different kinds of stories to tell a big story (A2).</p> <p>Suggest why Christians believe that God needs to rescue/save human beings (B2).</p>	<p>Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media (C2).</p> <p>Suggest how and why religious festivals are valuable to many people (B2).</p>	<p>Identify some similarities and differences between ideas about what God is like in different religions (B3).</p> <p>Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts (C1).</p>	<p>Explain similarities and differences between how people pray (B3).</p> <p>Consider and evaluate the significance of prayer in the lives of people today (A1).</p>

	Year 4	Subject: Religious Education				
Derbyshire Agreed Syllabus	<p>The Derbyshire Agreed syllabus outlines that at KS2:</p> <p>1. Learning about religion Pupils should be taught to:</p> <ul style="list-style-type: none"> • Describe the key aspects of each religion studied, especially the people, stories and traditions that influence the beliefs and values of others • Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings • Identify and begin to describe the similarities and differences within and between religions • Investigate the significance of religion in the local, national and global communities • Consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them • Describe and begin to understand religious and other responses to ultimate and ethical questions • Use specialist vocabulary in communicating their knowledge and understanding • Use and interpret information about religions from a range of sources <p>2. Learning from religion Pupils should be taught to:</p> <ul style="list-style-type: none"> • Reflect on what it means to belong to a faith community, communicating their own and others' responses • Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways • Discuss their own and others' views of religious truth and belief, expressing their own ideas • Reflect on ideas of right and wrong and their own and others' responses to them • ☑ Reflect on sources of inspiration in their own lives and the lives of others 					
	Coverage	L2.8: What does it mean to be a Hindu in Britain today? (part 2 – revisit/build on skills from part 1) <i>Living strand</i>	L2.7: What does it mean to be a Christian in Britain today? (part 2 – revisit/build on skills from part 1) <i>Living strand</i>	L2.5: Why are festivals important to religious communities? Eid focus possibly and RE week <i>Expressing strand</i>	L2.3: Why is Jesus inspiring to some people? <i>Believing strand</i>	L2.9: What can we learn from religions about deciding what is right and wrong? <i>Living strand</i>

Progression	Skills Pupils should:
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<p>Identify and name examples of what Hindus have and do in their families and at mandir to show their faith (A3).</p> <p>Ask good questions about what Hindus do to show their faith (B1).</p> <p>Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1).</p> <p>Describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2).</p> <p>Suggest at least two reasons why being a Hindu is a good thing in Britain</p>	<p>Identify and name examples of what Christians have and do in their families and at church to show their faith (A3).</p> <p>Ask good questions about what Christians do to show their faith (B1).</p> <p>Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1).</p> <p>Describe some ways in which Christian express their faith through hymns and modern worship songs (A2).</p> <p>Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).</p> <p>Discuss links between the actions of Christians in</p>	<p>Recognise and identify some differences between religious festivals and other types of celebrations (B2).</p> <p>Retell some stories behind festivals (e.g. Christmas, Divali, Pesach) (A2).</p> <p>Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2).</p> <p>Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2).</p> <p>Identify similarities and differences in the way festivals are celebrated within and between religions (A3).</p> <p>Explore and suggest ideas about what is worth celebrating and remembering in religious</p>	<p>Ask questions raised by the stories and life of Jesus and followers today, and give examples of how Christians are inspired by Jesus (B1).</p> <p>Suggest some ideas about good ways to treat others, arising from their learning (C3).</p> <p>Make connections between some of Jesus' teachings and the way Christians live today (A1).</p> <p>Describe how Christians celebrate Holy Week and Easter Sunday (A1).</p> <p>Identify the most important parts of Easter for Christians and say why they are important (B1).</p> <p>Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation)</p>	<p>Recall and talk about some rules for living in religious traditions (B2).</p> <p>Find out at least two teachings from religions about how to live a good life (C3).</p> <p>Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1).</p> <p>Make connections between stories of temptation and why people can find it difficult to be good (A2).</p> <p>Give examples of ways in which some inspirational people have been guided by their religion (B1).</p> <p>Discuss their own and others' ideas about how people decide right and wrong (C3).</p>	<p>Recall and name some of the ways religions mark milestones of commitment (including marriage) (A1).</p> <p>Identify at least two promises made by believers at these ceremonies and say why they are important (B1).</p> <p>Suggest why some people see life as a journey and identify some of the key milestones on this journey (A2).</p> <p>Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean (A3).</p> <p>Suggest reasons why marking the milestones of life are important to Christians, Hindus</p>
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	<p>today, and two reasons why it might be hard sometimes (B2).</p> <p>Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).</p>	<p>helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).</p>	<p>communities and in their own lives (C1).</p>	<p>and illustrate them with events from Holy Week and Easter (A2).</p>		<p>and/or Jewish people (B2).</p> <p>Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief (C1).</p>
Greater Depth	<p>Explain similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught (B3).</p> <p>Discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own experiences (C1).</p>	<p>Explain similarities and differences between at least two different ways of worshipping in two different Christian churches (A3).</p> <p>Discuss and present ideas about what it means to be a Christian in Britain today, making links with their own experiences (C1).</p>	<p>Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media (C2).</p> <p>Suggest how and why religious festivals are valuable to many people (B2).</p>	<p>Make connections between the Easter story of Jesus and the wider 'big story' of the Bible (creation, the Fall, incarnation, salvation – see unit L2.2), reflecting on why this inspires Christians (A1).</p> <p>Present their own ideas about the most important attitudes and values to have today, making links with Christian values (C2).</p>	<p>Explain some similarities and differences between the codes for living used by Christians and the followers of at least one other religion or non religious belief system (B3).</p> <p>Express ideas about right and wrong, good and bad for themselves, including ideas about love, forgiveness, honesty, kindness and generosity (C3).</p>	<p>Explain similarities and differences between ceremonies of commitment (B3).</p> <p>Discuss and present their own ideas about the value and challenge of religious commitment in Britain today (C2).</p>
	Year 5	Subject: Religious Education				

Derbyshire Agreed Syllabus	<p>The Derbyshire Agreed syllabus outlines that at KS2:</p> <p>1. Learning about religion Pupils should be taught to:</p> <ul style="list-style-type: none"> • Describe the key aspects of each religion studied, especially the people, stories and traditions that influence the beliefs and values of others • Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings • Identify and begin to describe the similarities and differences within and between religions • Investigate the significance of religion in the local, national and global communities • Consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them • Describe and begin to understand religious and other responses to ultimate and ethical questions • Use specialist vocabulary in communicating their knowledge and understanding • Use and interpret information about religions from a range of sources <p>2. Learning from religion Pupils should be taught to:</p> <ul style="list-style-type: none"> • Reflect on what it means to belong to a faith community, communicating their own and others' responses • Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways • Discuss their own and others' views of religious truth and belief, expressing their own ideas • Reflect on ideas of right and wrong and their own and others' responses to them • Reflect on sources of inspiration in their own lives and the lives of others 				
Coverage	<p>U2.1: Why do some people think God exists?</p> <p><i>Believing strand</i></p>	<p>U2.6: What does it mean to be a Muslim in Britain today? (part 1)</p> <p><i>Living strand</i></p>	<p>U2.7: What matters most to Christians and Humanists?</p> <p><i>Living strand</i></p>	<p>U2.2: What would Jesus do?</p> <p>Can we live by the values of Jesus in the 21st century?</p> <p><i>Believing strand</i></p>	<p>U2.4: If God is everywhere, why go to a place of worship?</p> <p>Possible RE week or fortnight with a focus on a visit to a church and the mandir</p> <p><i>Expressing strand</i></p>

Progression	Skills Pupils should:
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<p>Define the terms theist, atheist and agnostic and give examples of statements that reflect these beliefs (B1).</p> <p>Give two reasons why a Christian believes in God and one why an atheist does not (A3).</p> <p>Outline clearly a Christian understanding of what God is like, using examples and evidence (A2).</p> <p>Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2).</p> <p>Express thoughtful ideas about the impact of believing or not believing in</p>	<p>Describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims (A1).</p> <p>Identify three reasons why the Holy Qur'an is important to Muslims, and how it makes a difference to how they live (B1).</p> <p>Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2).</p> <p>Describe and reflect on the significance of the Holy Qur'an to Muslims (B1).</p> <p>Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2).</p>	<p>Identify the values found in stories and texts (A2).</p> <p>Suggest ideas about why humans can be both good and bad, making links with Christian and Humanist ideas (B3).</p> <p>Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2).</p> <p>Describe some Christian and Humanist values simply (B3).</p> <p>Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied (C3).</p> <p>Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2).</p>	<p>Make connections between some of Jesus' teachings and the way Christians live today (A1).</p> <p>Discuss their own ideas about the importance of values to live by, comparing them to Christian ideas (C3).</p> <p>Outline Jesus' teaching on how his followers should live (A2).</p> <p>Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3).</p> <p>Explain the impact Jesus' example and teachings might have on Christians today (B1).</p> <p>Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3).</p>	<p>Recall and name some key features of places of worship studied (A1).</p> <p>Find out about what believers say about their places of worship (C2).</p> <p>Make connections between how believers feel about places of worship in different traditions (A3).</p> <p>Select and describe the most important functions of a place of worship for the community (B3).</p> <p>Give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2).</p> <p>Present ideas about the importance of people in a place of worship, rather than the place itself (C1).</p>
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	<p>God on someone's life (B1).</p> <p>Present different views on why people believe in God or not, including their own ideas (C1).</p>	<p>Make connections between the key functions of the mosque and the beliefs of Muslims (A1).</p>			
Greater Depth	<p>Explain how Christians sometimes disagree about what God is like, giving examples of how they interpret texts differently (B3).</p> <p>Enquire into what some atheists, agnostics and theists say about God, expressing their own ideas and arguments, using evidence and examples (C1).</p>	<p>Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life (B1).</p> <p>Answer the title key question from different perspectives, including their own (C1).</p>	<p>Examples of similarities and differences between Christian and Humanist values (B3).</p> <p>Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning (C2).</p>	<p>Explain the links between Jesus' death on the cross and Christian belief in love and forgiveness, giving reasons why Christians want to follow Jesus (A2).</p> <p>Investigate and explain the challenges of following Jesus' teaching about love, forgiveness justice and/or generosity, expressing their own ideas (C3).</p>	<p>Outline how and why places of worship fulfil special functions in the lives of believers (A3).</p> <p>Comment thoughtfully on the value and purpose of places of worship in religious communities (B1).</p>
	Year 6	Subject: Religious Education			

Derbyshire Agreed Syllabus	<p>The Derbyshire Agreed syllabus outlines that at KS2:</p> <p>1. Learning about religion Pupils should be taught to:</p> <ul style="list-style-type: none"> • Describe the key aspects of each religion studied, especially the people, stories and traditions that influence the beliefs and values of others • Describe the variety of practices and ways of life in religions and understand how these stem from, and are closely connected with, beliefs and teachings • Identify and begin to describe the similarities and differences within and between religions • Investigate the significance of religion in the local, national and global communities • Consider the meaning of a range of forms of religious expression, understand why they are important in religion and note links between them • Describe and begin to understand religious and other responses to ultimate and ethical questions • Use specialist vocabulary in communicating their knowledge and understanding • Use and interpret information about religions from a range of sources <p>2. Learning from religion Pupils should be taught to:</p> <ul style="list-style-type: none"> • Reflect on what it means to belong to a faith community, communicating their own and others' responses • Respond to the challenges of commitment both in their own lives and within religious traditions, recognising how commitment to a religion is shown in a variety of ways • Discuss their own and others' views of religious truth and belief, expressing their own ideas • Reflect on ideas of right and wrong and their own and others' responses to them • ☑ Reflect on sources of inspiration in their own lives and the lives of others 			
	Coverage	<p>U2.6: What does it mean to a Muslim in Britain today? (part 2 – revisit/build on skills from part 1)</p> <p><i>Living strand</i></p>	<p>U2.8: What difference does it make to believe in Ahimsa, (harmlessness), Grace and/or Ummah (community)?</p> <p><i>Living strand</i></p>	<p>U2.5: Is it better to express your beliefs in arts and architecture or in charity and generosity?</p> <p>Please note this unit allows for some whole class or project work that recalls past RE study</p> <p><i>Expressing strand</i></p>

Progression	Skills Pupils should:
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<p>Describe the Five Pillars of Islam and give examples of how these affect the everyday lives of Muslims (A1).</p> <p>Identify three reasons why the Holy Qur'an is important to Muslims, and how it makes a difference to how they live (B1).</p> <p>Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2).</p> <p>Describe and reflect on the significance of the Holy Qur'an to Muslims (B1).</p> <p>Describe the forms of guidance a Muslim uses and compare them to</p>	<p>Describe what Ahimsa, Grace or Ummah mean to religious people (A1).</p> <p>Respond sensitively to examples of religious practice with ideas of their own (B2).</p> <p>Make connections between beliefs and behaviour in different religions (A1).</p> <p>Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions (A1).</p> <p>Outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2).</p> <p>Consider similarities and differences between beliefs and behaviour in different faiths (B3).</p>	<p>Respond with ideas of their own to the title question (B2).</p> <p>Find out about religious teachings, charities and ways of expressing generosity (C3).</p> <p>Describe and make connections between examples of religious creativity (buildings and art) (A1).</p> <p>Show understanding of the value of sacred buildings and art (B3).</p> <p>Suggest reasons why some believers see generosity and charity as more important than buildings and art (B2).</p> <p>Apply ideas about values and from scriptures to the title question (C2)</p>	<p>Raise thoughtful questions and suggest some answers about life, death, suffering, and what matters most in life (B1).</p> <p>Give simple definitions of some key terms to do with life after death, e.g.salvation, heaven, reincarnation (A3).</p> <p>Express ideas about how and why religion can help believers when times are hard, giving examples (B2).</p> <p>Outline Christian, Hindu and/or nonreligious beliefs about life after death (A1).</p> <p>Explain some similarities and differences between beliefs about life after death (B2).</p> <p>Explain some reasons why Christians and Humanists have different ideas about an afterlife (B3).</p>
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	<p>forms of guidance experienced by the pupils (A2).</p> <p>Make connections between the key functions of the mosque and the beliefs of Muslims (A1).</p>			
Greater Depth	<p>Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life (B1).</p> <p>Answer the title key question from different perspectives, including their own (C1).</p>	<p>Explain similarities in ways in which key beliefs make a difference to life in two or three religions (A1).</p> <p>Consider and evaluate the significance of the three key ideas studied, in relation to their own ideas (B3).</p>	<p>Outline how and why some Humanists criticise spending on religious buildings or art (A3).</p> <p>Examine the title question from different perspectives, including their own (C1).</p>	<p>Explain what difference belief in judgement/heaven/karma/ reincarnation might make to how someone lives, giving examples (B1).</p> <p>Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding (B3).</p>