

Year 3	Year 4	Year 5	Year 6
<b>Knowledge and Understanding</b>			
<ul style="list-style-type: none"> <li>A1: Describe some of the ways in which Christians, Hindus and/or Muslims describe God.</li> <li>A2: Describe the practice of prayer in the religions studied.</li> <li>A3: Make connections between what people believe about prayer and what they do when they pray.</li> </ul>	<ul style="list-style-type: none"> <li>A1: Describe some examples of what Hindus have and do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life.</li> <li>A2: Make connections between stories, symbols and beliefs with what happens in at least two festivals.</li> <li>A2: Suggest why some people see life as a journey and identify some of the key milestones on this journey.</li> <li>A2: Describe some ways in which Hindus express their faith through puja, aarti and bhajans.</li> <li>A3: Identify similarities and differences in the way festivals are celebrated within and between religions.</li> <li>A3: Describe what happens in Christian, Jewish and/or Hindu ceremonies of commitment and say what these rituals mean.</li> </ul>	<ul style="list-style-type: none"> <li>A1: Make connections between the key functions of the mosque and the beliefs of Muslims.</li> <li>A1: Make connections between beliefs about the earth and activist behaviour in different religions.</li> <li>A2: Outline clearly a Christian understanding of what God is like, using examples and evidence.</li> <li>A2: Outline Jesus' teaching on how his followers should live.</li> <li>Make connections between Muslim practice of the five pillars and their beliefs about God and the Prophet Muhammed.</li> <li>Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by pupils.</li> <li>A3: Make connections between how believers feel about places of worship in different traditions.</li> </ul>	<ul style="list-style-type: none"> <li>A1: Outline Christian, Hindu and/or non-religious beliefs about life after death.</li> <li>A1: Describe and make connections between examples of religious creativity (buildings and art).</li> <li>A1: Describe examples of connections between anti-racism and religion.</li> <li>A2: Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples.</li> </ul>

### Express and Communicate

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| <ul style="list-style-type: none"> <li>• B1: Identify how and say why it makes a difference in people's lives to believe in God.</li> <li>• B2: Suggest why having a faith or belief in something can be hard.</li> <li>• B2: Describe ways in which prayer can comfort and challenge believers.</li> <li>• B3: Describe and comment on similarities and differences between how Christians, Muslims and Hindus pray.</li> </ul> | <ul style="list-style-type: none"> <li>• B2: Ask questions and give ideas about what matters most to believers in festivals.</li> <li>• B2: Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people.</li> <li>• B2: 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.</li> </ul> | <ul style="list-style-type: none"> <li>• B1: Express thoughtful ideas about the impact of believing or not believing in God on someone's life.</li> <li>• B1: Explain the impact Jesus' example and teachings might have on Christians today.</li> <li>• Describe and reflect on the significance of the Holy Qur'an to Muslims.</li> <li>• B2: Give examples of ways in which believing in God is valuable in the life of Christians, and ways in which it can be challenging.</li> <li>• B2: Give examples of how places of worship support believers in difficult times, explaining why this matters to believers.</li> <li>• B2: Understand the challenges facing the planet and responses from different religions.</li> <li>• B3: Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live.</li> <li>• B3: Select and describe the most important functions of a place of worship for a community.</li> </ul> | <ul style="list-style-type: none"> <li>• B2: Express ideas about how and why religion can help believers when times are hard, giving examples.</li> <li>• B2: Explain some similarities and differences between beliefs about life after death.</li> <li>• B2: Suggest reasons why some believers see generosity and charity as more important than buildings and art.</li> <li>• B2: Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.</li> <li>• Understand the challenges racism presents to human communities and consider different religious responses.</li> <li>• B3: Explain some reasons why Christians and Humanists have different ideas about an afterlife.</li> <li>• B3: Show understanding of the value of sacred buildings and art.</li> <li>• B3: Describe some Christian and Humanist values simply.</li> </ul> |
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# Archbishop of York's C.E. Junior School

## Religious Education Progression of Skills Map (based on SACRE 2021-2026)



Gain and Deploy Skills			
<ul style="list-style-type: none"> <li>C1: Ask questions and suggest some of their own responses to ideas about God.</li> </ul>	<p>C1: Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives.</p> <p>C1: Link up some questions and answers about how believers show commitment with their own ideas about community, belonging and belief.</p> <p>C2: Discuss links between the actions of Hindus helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.</p>	<p>C1: Present different views on why people believe in God or not, including their own ideas.</p> <p>C3: Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today.</p> <p>C3: Discuss their own and others' ideas about kinds of collaboration, activism and commitment needed to 'save the earth.'</p>	<ul style="list-style-type: none"> <li>C2: Apply ideas about values from scriptures to the title question.</li> <li>C3: Express their own ideas about some big moral concepts, such as fairness, honesty etc, comparing them with the ideas of others they have studied.</li> <li>C3: Discuss their own and others' ideas about reducing racism and prejudice, informed by rich knowledge of case studies.</li> </ul>