



# Lowerhouse Junior School

## KS2 Progression - Christianity

### Religious Education



#### Year 3 - Who should we follow?

RE Skills	<ul style="list-style-type: none"> <li>• show awareness of similarities in religions</li> <li>• identify beliefs and values contained within a story/teaching</li> <li>• identify the impact religion has on a believer</li> </ul>	<ul style="list-style-type: none"> <li>• identify how religion is expressed in different ways</li> <li>• use religious terms to describe how people might express their beliefs</li> </ul>	<ul style="list-style-type: none"> <li>• describe how some people, events and sources of wisdom have influenced and inspired others</li> </ul>	<ul style="list-style-type: none"> <li>• in relation to matters of right and wrong, recognise their own and others' values</li> <li>• discuss own questions and responses related to the question 'who should we follow – and why?'</li> </ul>				
	Church	<ul style="list-style-type: none"> <li>• know what Christians mean by the Holy Spirit</li> <li>• suggest how belief in the Holy Spirit as God's presence in the world might have an impact on individuals and communities</li> <li>• identify Christian values exemplified in the gifts of the Spirit</li> </ul>	Church	<ul style="list-style-type: none"> <li>• identify how beliefs about the Holy Spirit might influence forms of worship in a range of Christian denominations</li> <li>• describe how and why Pentecost is celebrated</li> <li>• describe why some Christians might take part in a procession of witness</li> </ul>	Church	<ul style="list-style-type: none"> <li>• describe aspects of being human that we should be proud of</li> <li>• discuss what it means to be a successful human – and the different measures of success that might be applied</li> </ul>	Church	<ul style="list-style-type: none"> <li>• discuss their own sense of value and what is good/unique about being them</li> <li>• reflect on the people that they value in their lives – and how they show their appreciation</li> </ul>
	Jesus	<ul style="list-style-type: none"> <li>• know what is meant by discipleship</li> <li>• know about the people who became disciples of Jesus – and suggest why these people decided to follow Jesus</li> <li>• identify beliefs and values within religious teachings (eg. 'Follow me and I will make you fishers of men' – Matt 4:19)</li> </ul>	Jesus	<ul style="list-style-type: none"> <li>• describe how and why Christians might try to follow the example of Jesus through mission and charity work</li> <li>• describe the work of one Christian organisation that aims to help people, and how this work is an expression of their Christian beliefs</li> </ul>	Jesus	<ul style="list-style-type: none"> <li>• talk about what it means to have charisma</li> <li>• describe what makes a good leader and why people might want to follow him/her</li> <li>• discuss what motivates people to want to make a difference</li> </ul>	Jesus	<ul style="list-style-type: none"> <li>• reflect on their own leadership abilities</li> <li>• discuss their own desires to make a difference in the world/in their communities</li> </ul>
	God	<ul style="list-style-type: none"> <li>• know that the Abrahamic faiths believe in prophets (and that many of these are shared across the three religions)</li> <li>• identify Christian beliefs and values contained within stories of the prophets (eg. Noah, Abraham, Moses, Jonah)</li> <li>• suggest why these prophets chose to listen to and follow God</li> </ul>	God	<ul style="list-style-type: none"> <li>• identify Christians who might be described as people who listened to and followed God</li> <li>• describe how and why some Christians might devote their lives to serving God</li> <li>• talk about what is meant by a sense of vocation</li> </ul>	God	<ul style="list-style-type: none"> <li>• identify inspirational people/role models for the world today</li> <li>• describe the qualities that inspirational people might have</li> </ul>	God	<ul style="list-style-type: none"> <li>• discuss who makes a good role model and why</li> <li>• raise and discuss questions about following others – including both positive and negative responses</li> </ul>



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#### Year 4 - How should we live our lives?

<b>RE Skills</b>	<ul style="list-style-type: none"> <li>describe what a believer might learn from a religious teaching/story</li> <li>make links between ideas about morality and sources of authority</li> </ul>	<ul style="list-style-type: none"> <li>describe the impact religion has on believers' lives</li> <li>explain the deeper meaning and symbolism for specific religious practices</li> </ul>	<ul style="list-style-type: none"> <li>consider the range of beliefs, values and lifestyles that exist in society</li> <li>discuss how people make decisions about how to live their lives</li> </ul>	<ul style="list-style-type: none"> <li>reflect on their own personal sources of wisdom and authority</li> </ul>
	Church	Church	Church	Church
	<ul style="list-style-type: none"> <li>retell some of the main parables of Jesus</li> <li>explain how and why these might be an important source of guidance for Christians</li> <li>suggest ways that Christians might put these teachings into action in the 21<sup>st</sup> century</li> </ul>	<ul style="list-style-type: none"> <li>describe and explain (with examples) Christian attitudes about how to treat others</li> <li>explain the importance of love for all (agape) as part of Christian life, and the ways that this might be expressed</li> </ul>	<ul style="list-style-type: none"> <li>explain (with examples) how and why people might use stories to pass on wisdom and guidance</li> <li>discuss how and why fables might be an important aspect of human history and culture</li> </ul>	<ul style="list-style-type: none"> <li>discuss examples of wisdom and guidance that they have learnt from stories</li> <li>consider what messages/words of wisdom they would want to pass on to future generations – and how they would do this</li> </ul>
	Jesus	Jesus	Jesus	Jesus
<ul style="list-style-type: none"> <li>retell the story of Jesus in the wilderness</li> <li>identify Christian beliefs about Jesus reflected in this story</li> <li>suggest why sacrifice might be an important Christian value (linked to beliefs and teachings about Jesus)</li> </ul>	<ul style="list-style-type: none"> <li>describe what a Christian might do during Lent and why</li> <li>explain what is meant by sacrificial love – agapé – and give examples of how Christians might do this</li> <li>Discuss Christians who have been examples of sacrificial love (eg. Martin Luther King, Oscar Romero) and how they were motivated by their faith</li> </ul>	<ul style="list-style-type: none"> <li>consider differing attitudes and responses to the concept of sacrifice (both positive and negative)</li> <li>discuss why many people are willing to make sacrifices for the people they love</li> <li>discuss why some people may be willing to make a sacrifice for someone they don't even know</li> </ul>	<ul style="list-style-type: none"> <li>give examples of acts of sacrifice that have been done by or for them</li> <li>discuss who or what they would be prepared to make sacrifices for</li> <li>consider the value of sacrifice – as an expression of love and commitment</li> </ul>	
God	God	God	God	
<ul style="list-style-type: none"> <li>explore different Christian beliefs about the Bible as the word of God</li> <li>explain why the Bible can be described as a library and give examples of the different types of writings found in the Bible</li> <li>describe why some Christians might view the Bible as an important source of authority and moral guidance</li> </ul>	<ul style="list-style-type: none"> <li>explain why Christians might have different views about how to interpret and apply the Bible</li> <li>explain why Christians might also look to other sources of authority when making decisions about how to live (eg. church leaders, prayer, conscience)</li> </ul>	<ul style="list-style-type: none"> <li>discuss why people might have different views about what is right and wrong – and where these views might come from</li> <li>describe the different sources of authority that humans might look to when making decisions about how to live their lives</li> </ul>	<ul style="list-style-type: none"> <li>reflect on their own understanding of morality and where it comes from</li> <li>raise questions and discuss responses to different ideas about how to live well</li> </ul>	



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#### Year 5 - Where can people find guidance about how to live our lives?

<b>RE Skills</b>	<ul style="list-style-type: none"> <li>• make links between beliefs and sacred texts, including how and why religious sources are used to teach and guide believers</li> <li>• explain the impact of beliefs and values – including reasons for diversity</li> </ul>	<ul style="list-style-type: none"> <li>• explain differing forms of expression and why these might be used</li> <li>• describe diversity of religious practices and lifestyle within the religious tradition</li> <li>• interpret the deeper meaning of symbolism – contained in stories, images and actions</li> </ul>	<ul style="list-style-type: none"> <li>• explain (with appropriate examples) where people might seek wisdom and guidance</li> <li>• consider the role of rules and guidance in uniting communities</li> </ul>	<ul style="list-style-type: none"> <li>• discuss and debate the sources of guidance available to them</li> <li>• consider the value of differing sources of guidance</li> </ul>
	<b>Church</b>	<b>Church</b>	<b>Church</b>	<b>Church</b>
	<ul style="list-style-type: none"> <li>• describe what Christians mean when they talk about one God in Trinity</li> <li>• identify the beliefs contained within the Apostle’s Creed</li> <li>• explain why the Christian community (The Church) might want/need an agreed statement of belief</li> </ul>	<ul style="list-style-type: none"> <li>• describe and explain the meaning of a range of symbols that might be used for the Trinity</li> <li>• explain how symbols might unite the worldwide Christian Church</li> <li>• describe the role of places like Taizé where Christians from different backgrounds might come together to worship</li> </ul>	<ul style="list-style-type: none"> <li>• consider what we mean by sources of authority. Give examples of sources of authority that might guide individuals and communities – and the value of these as guidance for life</li> <li>• discuss different responses to sources of authority</li> </ul>	<ul style="list-style-type: none"> <li>• raise meaningful questions about things that puzzle them</li> <li>• differentiate between questions that can be answered factually and those that have a range of answers, including personal beliefs and values</li> </ul>
	<b>Jesus</b>	<b>Jesus</b>	<b>Jesus</b>	<b>Jesus</b>
<ul style="list-style-type: none"> <li>• describe Christian beliefs about miracles as ‘signs’ of the divinity of Jesus</li> <li>• retell a selection of miracle stories – and explain what these might reveal to Christians about the nature of Jesus</li> </ul>	<ul style="list-style-type: none"> <li>• describe why some Christians might go on pilgrimage to places associated with miraculous events</li> <li>• explain the impact that belief in miracles and the power of prayer might have on a Christian</li> </ul>	<ul style="list-style-type: none"> <li>• explain the difference between fact, opinion and belief</li> <li>• consider differing interpretations of the word miracle – i.e. an amazing event, a very lucky experience, a strange coincidence, an act of God</li> </ul>	<ul style="list-style-type: none"> <li>• discuss their own beliefs – is there anything that they accept as truth which others may not agree with?</li> <li>• reflect on how they make decisions about what is/is not true</li> </ul>	
<b>God</b>	<b>God</b>	<b>God</b>	<b>God</b>	
<ul style="list-style-type: none"> <li>• describe Christian beliefs about sin and forgiveness</li> <li>• describe and explain the teaching from Genesis 3 – of how Adam and Eve disobeyed God</li> <li>• suggest different ways that this story might be understood by Christians</li> </ul>	<ul style="list-style-type: none"> <li>• describe and explain how and why Christians might use the Lord’s Prayer</li> <li>• analyse and interpret the Lord’s Prayer – and what guidance it provides for Christians</li> <li>• suggest things that might lead Christians into temptation in the modern world – and how and why they might try to resist these temptations</li> </ul>	<ul style="list-style-type: none"> <li>• consider the different ways that myth and stories are and used</li> <li>• explain how a ‘truth’ might be contained within a story</li> </ul>	<ul style="list-style-type: none"> <li>• consider how they decide what is ‘true’ – and how there might be different types of truth (eg. empirical truth, historical truth, spiritual truth)</li> <li>• discuss and debate things that they consider to be true that others might disagree with</li> </ul>	



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#### Year 6 - In what way is life like a journey?

<b>RE Skills</b>	<ul style="list-style-type: none"> <li>analyse beliefs, teachings and values and how they are linked</li> <li>explain how the beliefs and values of a religious tradition might guide a believer through the journey of life</li> <li>explain the impact of beliefs, values and practices – including differences between and within religious traditions</li> </ul>	<ul style="list-style-type: none"> <li>use developing religious vocabulary to describe and show understanding of religious traditions, including practices, rituals and experiences</li> <li>explain differing ideas about religious expression</li> </ul>	<ul style="list-style-type: none"> <li>consider what makes us human – in terms of our beliefs and values, relationships with others and sense of identity and belonging</li> <li>discuss how people change during the journey of life</li> </ul>	<ul style="list-style-type: none"> <li>raise, discuss and debate questions about identity, belonging, meaning, purpose, truth, values and commitments</li> <li>develop own views and ideas in response to learning</li> <li>demonstrate increasing self-awareness in their own personal development</li> </ul>
	Church	Church	Church	Church
	<ul style="list-style-type: none"> <li>explain how beliefs about the death and resurrection of Jesus might affect the life of a Christian</li> <li>explain (simply) Christian beliefs about salvation</li> <li>explain how Christian beliefs about life after death might affect a believer's sense of purpose and behaviour throughout the journey of life</li> </ul>	<ul style="list-style-type: none"> <li>explore Christian ideas about forgiveness of sin and the different ways that people might seek to be forgiven (using terms such as confession, repentance, atonement, reconciliation)</li> <li>analyse Christian teachings about the importance of forgiveness and examples of people who have put these teachings into practice</li> </ul>	<ul style="list-style-type: none"> <li>discuss differing ideas and opinions about the purpose of human life – and how these beliefs might influence relationships with others</li> <li>discuss the importance of saying sorry and forgiveness in maintaining relationships with others</li> </ul>	<ul style="list-style-type: none"> <li>raise questions about the meaning and purpose of life and explain their own ideas and opinions (including influences)</li> <li>reflect on the benefits and difficulties of forgiveness</li> </ul>
	Jesus	Jesus	Jesus	Jesus
<ul style="list-style-type: none"> <li>retell the events leading up to and including the death of Jesus</li> <li>explain how beliefs about the suffering, death and resurrection of Jesus might guide and comfort a Christian during difficult times in their own life</li> </ul>	<ul style="list-style-type: none"> <li>explain how and why Christian individuals and communities might celebrate the events of Holy Week</li> <li>use religious vocabulary to describe and explain the Eucharist</li> <li>explain different Christian beliefs about the Eucharist and its importance</li> </ul>	<ul style="list-style-type: none"> <li>consider how people might mature and become stronger through overcoming difficulties</li> <li>consider the value of being part of a community on the 'journey of life'</li> </ul>	<ul style="list-style-type: none"> <li>raise questions and discuss the extent to which they agree that 'suffering makes you stronger'</li> <li>discuss own experiences and attitudes towards the importance of having companionship on the journey of life</li> </ul>	
God	God	God	God	
<ul style="list-style-type: none"> <li>explain how rituals (sacraments/rites of passage) might reflect Christian beliefs about their relationship with God</li> <li>explain how these rituals might differ between different denominations (eg. infant baptism and believer's baptism)</li> </ul>	<ul style="list-style-type: none"> <li>analyse the important of Christian rites of passage as an expression of faith and commitment</li> <li>use religious vocabulary to explain the symbolism of words and actions used within rituals and ceremonies</li> </ul>	<ul style="list-style-type: none"> <li>discuss how people change during the course of their lifetime – and the key events that humans might mark on the journey of life</li> <li>consider the value of celebrating landmarks in life – for individuals and communities</li> </ul>	<ul style="list-style-type: none"> <li>ask and respond thoughtfully to questions about how they have changed during their life so far – and how they might continue to change</li> <li>discuss where they might find wisdom and guidance to help prepare them for the changes and responsibilities of different stages of life</li> </ul>	