



Bythams Primary School-Religious Education

Skills & Knowledge Framework-Sequence of Progression

	Year 1&2 Cycle A Christianity	Year 1&2 Cycle A Islam	Year 1&2 Cycle B Christianity	Year 1&2 Cycle B Islam	Year 3&4 Cycle A Christianity	Year 3&4 Cycle A Hinduism	Year 3&4 Cycle B Islam	Year 5&6 Cycle A Christianity	Year 5&6 Cycle B Hinduism	Year 5&6 Cycle B Islam
Key Areas of Enquiry taken from Lincolnshire Syllabus for R.E.	Story. Faith in Everyday Life. (p15 of syllabus)	Story. Faith in Everyday Life. (p17 of syllabus)	Personal Expression. Beginning & belonging. (p15 of syllabus)	Personal Expression. Beginning & belonging. (p17 of syllabus)	Symbol. Faith & Belief in Action. (p19 of syllabus)	Story & Symbol. (p23 of syllabus)	Symbol. Faith & Belief in Action. (p24-26 of syllabus)	Community expression. Expressions of belonging. (p19 of syllabus)	Community expression. Expressions of belonging. (p22 of syllabus)	Community expression. Expressions of belonging. (p25 of syllabus)
God: I know what people believe about God.	I know what Christians learn and understand about God through the Old Testament Bible stories. I know what stories in the New	I know how Allah is described in the Qur'an. I know what Muslims learn about Allah and their faith through the Qur'an.			I know how deities and key figures described in Hindu sacred texts and stories. I know what is the purpose of visual symbols	I know how symbols in the Bible help a Christian to relate to God. I know what symbols in the story of baptism of	I know what the main concepts in Islam reveal about the nature of Allah. I know the purpose of visual symbols in a mosque.			

	<p>Testament tell Christians about Jesus.</p>				<p>in the mandir.</p>	<p>Jesus reveal about God. I know what symbols and acts can be seen in a church. I know how language within worship might express Christian beliefs.</p>				
<p>Being human: I know how faith and belief affect the way people live their lives.</p>	<p>I know what the Bible says about how Christians should treat others and live their lives. I know how Christian faith and beliefs be seen in the actions of inspirational Christians.</p>	<p>I know what the Qur'an says about how Muslims should treat others and live their lives. I know how the Muslim faith and beliefs can be seen in the actions of inspirational Muslims.</p>			<p>I know how Hindus reflect their faith in the way they live. I know what karma is and how it drives the cycle of samsara. I know how a Hindu might seek to achieve moksha.</p>	<p>I know how the Bible teaches Christians to treat others. I know how this is expressed in practice.</p>	<p>I know what the Qur'an teaches Muslims about how they should treat others. I know how Muslim teachings guide the way Muslims behave. I know how Muslim beliefs are expressed in practice.</p>			

<p>Community, worship and celebration : I know how people express their religion & beliefs.</p>		I know which celebrations are important to Muslims.	I know which celebrations are important to Christians.					I know how Christian belief is expressed collectively. I know how Christian worship and celebration build a sense of community.	I know how Hindu belief is expressed personally and collectively. I know how Hindu worship and celebration builds a sense of community.	I know how Muslim worship is expressed collectively. I know how Muslim worship and celebration builds a sense of community.
<p>Life Journey, rites of passage: I know how people mark important events in their lives.</p>		What do Muslims do to celebrate birth?		I know what Christians do to celebrate birth. I know what it means and why it matters to belong.				I know how Christians show they belong.	I know how Hindus show they belong.	I know how Muslims show they belong.

Additional units	Year 1/2 In-depth study of another religion -Judaism Cycle A	Year 1/2 Places of Worship Cycle B (p37 of syllabus)	Year 3/4 Forgiveness Cycle A (p38 of syllabus)	Year 3/4 In-depth study of another religion -Judaism Cycle B	Year 3/4 Pilgrimage Cycle B (p38 of syllabus)	Year 5/6 Expressing belief through the arts Cycle A (p38 of syllabus)	Year 5/6 In-depth study of another religion -Sikhism Cycle A (p39 of syllabus)	Year 5/6 In-depth study of another religion -Buddhism Cycle B (p39 of syllabus)
------------------	---	---	---	---	--	--	--	---

	(p37 of syllabus)			(p39 of syllabus)				
One unit must be covered each year.	Key beliefs, practices, festivals, symbols. Opportunities to compare and contrast with Christianity and Islam.	Symbols, architecture, worship, diversity, practices, connections with key beliefs, etc. Visit local places of worship where possible, eg. Little Bytham church, St. John's church in Corby Glen, Bourne Abbey, Peterborough Mosque (see back of syllabus for further ideas).	At least 2 religions (one must be a religion other than Christianity, Hinduism, Islam). Religious/non-religious beliefs about forgiveness; examples of religious festivals, practices, stories that focus on saying sorry and asking for forgiveness, eg. Yom Kippur (Jewish festival), Diwali, Easter.	Key beliefs, practices, festivals, symbols. Opportunities to compare and contrast with Christianity and Islam. This is an opportunity to deepen the learning in KS1.	At least 2 religions; at least 1 must be a religion other than Christianity, Hinduism, Islam. Enquiry into journeys carried out by religious people: motivations for the journey; key destinations; practices associated with the journey; key beliefs expressed by the journey etc.	At least 2 religions; at least 1 must be a religion/belief system other than Christianity, Hinduism, Islam. Exploring diverse ways in which religious and non-religious people express their beliefs through the arts.	Key beliefs, practices, festivals, symbols etc. Opportunities to compare & contrast with other religions.	Key beliefs, practices, festivals, symbols etc. Opportunities to compare & contrast with other religions.

Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Religious Critical Thinking Skills taken from DfE: A Curriculum Framework for Religious Education in England – October 2013</p>	<p>I can recall and name different beliefs and practices, including festivals, worship and rituals in order to find out the meanings behind them.</p> <p>I can ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what Differences belonging to community might make.</p> <p>I can explore questions about belonging, meaning and truth so that they can</p>	<p>I can retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p> <p>I can recognise some different symbols and actions which express a community's way of life appreciating some similarities between communities.</p> <p>I can observe and recount different</p>	<p>I can explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p>	<p>I can describe and understand links between stories and other aspects of the communities they are investigating.</p> <p>I can consider and apply ideas about ways in which diverse communities can live together for the wellbeing for all, responding thoughtfully to ideas about community, values and respect.</p>	<p>I can describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship and pilgrimages.</p> <p>I can discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth.</p>	<p>I can observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.</p> <p>I can discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair.</p>

	express their own ideas and opinions in response using words, music,	ways of expressing identity and belonging, responding sensitively for themselves.				
--	--	---	--	--	--	--