

Mill Lane - Skills Progression for Religious Education.

	Christianity	Islam	Other Chosen Religion	Themes
EYFS	<p><b>ELGs</b></p> <ul style="list-style-type: none"> <li>• Know about belonging through stories</li> <li>• Experience visits, speakers, learning about festivals</li> <li>• Talk about Christian beliefs through Christmas, thinking about meaning</li> <li>• Identify Christian symbols associated with Christmas</li> </ul>	<p><b>A Muslim home, prayer, fasting at Ramadan, Eid ul-Fitr</b></p> <ul style="list-style-type: none"> <li>• To think about belonging, learning about belonging to a Muslim home</li> <li>• To ask questions about artefacts using a persona doll, listen to answers, ask further questions</li> <li>• To learn about Eid ul-Fitr in Britain and around the world</li> <li>• Demonstrate learning about Islam through an Eid card</li> </ul>		
Year 1	<p><b>How is someone welcomed into Christianity?</b></p> <ul style="list-style-type: none"> <li>• Explain that baptism means that someone has been welcomed into the Christian family.</li> <li>• Explain that baptism can be for adults or children.</li> <li>• Explain the meaning of water in Christian baptism.</li> <li>• Explain one difference and one similarity between infant and adult baptism.</li> </ul> <p><b>Why do Christians give Gifts at Christmas?</b></p> <ul style="list-style-type: none"> <li>• Describe their experience of gift-giving.</li> <li>• Describe the gifts brought to Jesus by shepherds and magi.</li> <li>• Name three features of the nativity story.</li> <li>• Explain why the shepherds and magi brought gifts to Jesus.</li> <li>• Explain why we give gifts at special times.</li> <li>• Explain two features of the nativity story which show Jesus was a special baby.</li> <li>• Explain why Christmas is a special time for Christians.</li> </ul> <p><b>What do Christians remember at Easter Emerging</b></p> <ul style="list-style-type: none"> <li>• Name two features of the Easter story.</li> <li>• Explain that Jesus came back to life.</li> <li>• Explain the events of the Easter story including Jesus' death and resurrection.</li> <li>• Explain that Christians remember Jesus' new life at Easter.</li> <li>• Explain the meaning of eggs at Easter.</li> <li>• Show understanding of the link between Easter eggs and Jesus' new life.</li> </ul> <p><b>Links with other key questions</b>  <i>Y1: How is someone welcomed into Christianity?</i></p>	<p><b>Belonging to the Muslim family</b></p> <ul style="list-style-type: none"> <li>• Correctly identify one Muslim artefact.</li> <li>• Correctly name two items associated with the mosque.</li> <li>• Identify one Islamic artefact and explain its meaning.</li> <li>• Explain one way a baby is welcomed into the Muslim family.</li> <li>• Explain two things that characterise wuzu and its purpose.</li> <li>• Explain how Islamic items used in the mosque help Muslims to be together.</li> <li>• Show understanding that all religions have different ways to help people be together.</li> </ul> <p><b>Links with other units</b>  <i>Y1: how is someone welcomed into Christianity?</i></p> <p><b>A man called Muhammad</b></p> <ul style="list-style-type: none"> <li>• Explain what a leader does; give one example.</li> <li>• Explain why Muhammad was a good leader for Muslims.</li> <li>• Explain why Muhammad had to leave Makkah.</li> <li>• Give at least two examples of how Muhammad has had a lasting impact on Islam today.</li> <li>• Explain how at least one feature of a mosque helps Muslims connect to God.</li> <li>• Explain why Muhammad is described as a 'prophet' as well as a leader.</li> </ul> <p><b>Links with other units</b>  <i>Y1: how is someone welcomed into Christianity?</i></p>	<p><b>Belonging to the Sikh Family</b></p> <ul style="list-style-type: none"> <li>• Explain one of the 5 K's and what it means</li> <li>• Explain how one food is eaten by a community and what it means</li> <li>• Talk about how someone's name can suggest the community they belong to</li> <li>• Explain two of the 5K's and what they mean</li> <li>• Explain a similarity in signs of belonging across faiths</li> <li>• Identify a sign of belonging that is associated with just one faith</li> </ul> <p><i>Y1: how is someone welcomed into Christianity?</i>  <i>Y1: Belonging to the Muslim Family</i>  <i>Y1: Belonging to the Jewish Family (alternative to Sikh unit)</i></p> <p><b>Belonging to the Jewish Family/ Hindu Family</b></p> <ul style="list-style-type: none"> <li>• One Jewish symbol or food and what it means in Jewish life</li> <li>• One Hindu symbol and its meaning</li> <li>• Names as signs of belonging</li> <li>• Jewish symbols, their meaning and as signs of belonging</li> <li>• Two things that happen at Raksha Bandhan and why</li> <li>• Comparison with Sikhi, Islam and Christianity</li> </ul> <p><b>Links with other units</b>  <i>Y1: how is someone welcomed into Christianity?</i>  <i>Y1: Belonging to the Muslim Family</i>  <i>Y1: Belonging to the Sikh Family</i></p>	

<p><b>Year 2</b></p>	<p><b>Why do Christians celebrate at Christmas?</b></p> <ul style="list-style-type: none"> <li>• Describe two features of the Christmas celebration.</li> <li>• Explain why Christians are happy at Christmas.</li> <li>• Discuss that Jesus is seen as a gift to Christians.</li> <li>• Explain that Christians celebrate at Christmas because they are thankful for Jesus.</li> <li>• Explain that Christians welcome Jesus because he helps them.</li> <li>• Make a link between a Christmas celebration and why Christians are happy at Christmas.</li> </ul> <p><b>Links with other key questions</b>  <i>Y1: Why do Christians give gifts at Christmas?</i></p> <p><b>What did Jesus leave behind?</b></p> <ul style="list-style-type: none"> <li>• Give one reasons why Jesus was a special person.</li> <li>• Explain that Jesus left behind ideas about God and about how we should care for each other.</li> <li>• Retell one story and explain what it tells us about caring for others.</li> <li>• Retell one story and explain the information it gives people about God.</li> </ul> <p><b>Why do Christians remember the Last Supper?</b></p> <ul style="list-style-type: none"> <li>• Talk about the fact that people can be unkind or greedy sometimes.</li> <li>• Explain that Christians believe Jesus can help people to be better.</li> <li>• Describe Jesus; use of the bread and wine at the Last Supper.</li> <li>• Explain two things that happen at Christian Communion.</li> <li>• Explain why Jesus can be represented as a light in the darkness.</li> <li>• Explain why Christian Communion is for everyone, even people who do bad things.</li> </ul> <p><b>Links with other key questions</b>  <i>Y2: Why do Christians celebrate at Christmas?</i></p>	<p><b>Why is the Qur'an a sacred book?</b></p> <ul style="list-style-type: none"> <li>• Explain why the Qur'an is the sacred book of Muslims.</li> <li>• Explain one way Muslims show respect for the Qur'an.</li> <li>• Explain two ways Muslims treat the Qur'an and why they show respect.</li> <li>• Explain what it means that the Qur'an is 'sacred'.</li> <li>• Explain why Muhammad has a special connection to the Qur'an.</li> <li>• Show understanding of how God uses prophets and angels to communicate messages.</li> </ul> <p><b>Links with other units</b>  <i>Y1: A Man called Muhammad</i>  <i>Y1: Belonging to the Muslim Family</i></p>	<p><b>The Guru Granth Sahib: A Living Guru</b></p> <ul style="list-style-type: none"> <li>• Explain that a 'guru' is a teacher in Sikhism</li> <li>• State the name of the Sikh holy book and one belief about it</li> <li>• Explain two ways the Guru Granth Sahib is treated and why</li> <li>• Show two similarities between the way the GGS is treated and other holy books are treated and why</li> <li>• Make a connection between the way the GGS is treated and the language it is written in: Gurmurkhi</li> <li>• Explain two differences between the GGS in Sikhism and other holy books</li> </ul> <p><b>Links with other units</b>  <i>Y1: how is someone welcomed into Christianity?</i>  <i>Y1: Belonging to the Muslim Family</i>  <i>Y2: Why is the Qur'an a sacred book</i>  <i>Y1: Belonging to the Sikh Family</i></p> <p><b>The Torah: God's Law for the Jews</b></p> <ul style="list-style-type: none"> <li>• Retell a story of Moses or Abraham and state why this has been remembered in Judaism</li> <li>• Explain Abraham and Moses' role in Jewish history and myth</li> <li>• Explain three types of biblical literature</li> <li>• Comparison with Sikhi, Islam and Christianity</li> </ul> <p><b>Links with other units</b>  <i>Y2: Why is the Qur'an a sacred book</i>  <i>Y2: Guru Granth Sahib</i></p> <p><b>Guru Nanak: an extraordinary life</b></p> <ul style="list-style-type: none"> <li>• Suggest one way Guru Nanak is a special person</li> <li>• Explain why Sikhs celebrate Guru Nanak today</li> <li>• Using two elements of Guru Nanak's life explain why he is special for Sikhs</li> <li>• Using two of Guru Nanak's moral teachings, explain why Sikhs follow Guru Nanak today</li> <li>• Suggest whether a guru is the same as a prophet based on reasoning</li> <li>• Show connections with other founders: Muhammad, Moses, Abraham and Jesus</li> </ul> <p><b>Links with other units</b>  <i>Y1: Belonging to the Sikh Family</i>  <i>Y2: Guru Granth Sahib</i></p>	
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<p><b>Year 3</b></p>	<p><b>Why is Christmas a winter festival?</b></p> <ul style="list-style-type: none"> <li>• Explain why Jesus' birth is symbolised by light.</li> <li>• Describe one symbol of light found at Christmas.</li> <li>• Explain why light features in winter festivals.</li> <li>• Explain two Christian uses of light at the Christmas festival.</li> <li>• Explain why celebrations of Jesus' birth happen in winter.</li> <li>• Explain the meaning of the Christingle.</li> </ul> <p><b>Links with other key questions</b>  <i>Y1: Why do Christians give gifts at Christmas?</i>  <i>Y2: Why do Christians celebrate at Christmas?</i>  <i>Yr 4: Diwali: the Festival of Light</i></p> <p><b>Why is Easter a spring festival?</b></p> <ul style="list-style-type: none"> <li>• Explain why Jesus' resurrection is symbolised by new life.</li> <li>• Describe one symbol of new life found at Easter.</li> <li>• Explain why symbols of new life are features of spring festivals.</li> <li>• Explain two Christian uses of new life at Easter celebrations.</li> <li>• Explain why celebrations of Jesus' resurrection occur in spring.</li> <li>• Describe one symbol of new life used at the Jewish Passover festival.</li> </ul> <p><b>Links with other key questions</b>  <i>Y1: What do Christians remember at Easter?</i>  <i>Y2: Why is Christmas a Winter festival?</i></p> <p><b>Why did monks copy the Gospels by hand?</b></p> <ul style="list-style-type: none"> <li>• Give two pieces of information about the Gospels.</li> <li>• Explain why the gospels are of high importance to Christians.</li> <li>• Explain what the Gospels are as one of many books of the Bible.</li> <li>• Give two reasons why the Lindisfarne monks copied the Gospels by hand.</li> <li>• Explain the purpose of the Gospels.</li> <li>• Begin to discuss information about the Lindisfarne monastic community.</li> </ul> <p><b>Links with other key questions</b>  <i>Y2: Why is Christmas a Winter festival?</i>  <i>Y2: Why is Easter a Spring festival</i></p>	<p><b>What is a Mosque For?</b></p> <ul style="list-style-type: none"> <li>• State one feature of a mosque and explain its purpose.</li> <li>• Explain the meaning of the Arabic word <i>ummah</i>.</li> <li>• State two features of a mosque and explain how they help to bring the community together.</li> <li>• State two features of a mosque and explain how they help Muslims to submit to God.</li> <li>• Suggest a reason why any building can be used as a mosque.</li> <li>• show understanding of the word 'sacred' in connection to the mosque.</li> </ul> <p><b>Links with other units</b>  <i>Y1: Belonging to the Muslim Family</i></p> <p><b>What is Eid?</b></p> <ul style="list-style-type: none"> <li>• -Know that when fasting, people are going without food and drink</li> <li>• -identify that Muslims fast during Ramadan and then celebrate the end of Ramadan with a celebration (Eid-Al-Fitr)</li> <li>• Describe what happens during Ramadan and Eid-Al-Fitr and explain why</li> <li>• -Explain how Ramadan and Eid demonstrate the concept of <i>ummah</i></li> </ul> <p><b>Links with other units</b>  <i>Y4: Muslims in Britain and Around the World</i>  <i>Y5: Food and Drink</i></p>	<p><b>Judaism: Believing and Belonging</b></p> <ul style="list-style-type: none"> <li>• Explain one shabbat symbol and its meaning</li> <li>• Explain one Jewish wedding symbol or practice and its meaning</li> <li>• Suggest a reason for the kosher food laws</li> <li>• Suggest beliefs and history underlying Hanukkah traditions</li> <li>• Suggest reasons for obeying religious commands</li> <li>• Suggest the value for a community following religious practices</li> </ul> <p><b>Links with other units</b>  <i>Y1: how is someone welcomed into Christianity?</i>  <i>Y1: Belonging to the Muslim Family</i>  <i>Y1: Belonging to the Sikh Family</i>  <i>Y2: The Torah: God's laws for the Jews</i></p>	
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<p><b>Year 4</b></p>	<p><b>What actually happened at Easter?</b></p> <ul style="list-style-type: none"> <li>• Explain up to 4 separate events over the Easter period.</li> <li>• State how the disciples might have felt at these events.</li> <li>• State which event is the most important and why.</li> <li>• Explain what the Resurrection tells Christians.</li> <li>• Explain how three events form the Easter story are still remembered today.</li> </ul> <p><b>Links with other key questions</b></p> <p><i>Y1: What do Christians remember at Easter?</i></p> <p><i>Y2: Why do Christians remember the Last Supper?</i></p> <p><i>Y3: Why is Easter a spring festival?</i></p> <p><b>What is the 'Big Story' of Christmas?</b></p> <ul style="list-style-type: none"> <li>• Explain what Jesus' birth tells Christians about God.</li> <li>• Explain the meaning of Incarnation and resurrection for Christians.</li> <li>• Explain how both these events are believed by Christians to tell a 'Big Story'.</li> <li>• Discuss whether Easter/ Resurrection or Christmas/ Incarnation best explain the 'Big Story' of Christianity.</li> </ul> <p><b>Links with other key questions</b></p> <p><i>Y1: What do Christians remember at Easter?</i></p> <p><i>Y2: Why do Christians remember the Last Supper? Y3: Why is Easter a spring festival?</i></p> <p><i>Y1: Why do Christians give gifts at Christmas?</i></p> <p><i>Y2: Why do Christians celebrate at Christmas?</i></p> <p><i>Y3: Why is Christmas a winter festival?</i></p>	<p><b>Muslims in Britain and around the world</b></p> <ul style="list-style-type: none"> <li>• Name two of the 5 pillars in Arabic and English</li> <li>• Explain why Muslims practise these pillars</li> <li>• Explain how at least two of the 5 pillars help Muslims to uphold their faith in today's world</li> <li>• Offer a view as to how helpful it might be for Muslims to know that the 5 pillars are happening all over the world</li> <li>• Identify one pillar that might be hard to follow, offer a reason why Muslims try to follow this pillar</li> <li>• Talk generally about the benefits and demands of belonging to a faith community</li> </ul> <p><b>Links with other units</b></p> <p><i>Y1: Belonging to the Muslim Family</i></p> <p><i>Y3: What is a Mosque for?</i></p> <p><i>Y3: Ramadan and Eid</i></p>	<p><b>Do all Buddhists believe and celebrate the same thing?</b></p> <ul style="list-style-type: none"> <li>• Explain two beliefs about the Siddhartha Gautama in Buddhism</li> <li>• Give information about one Buddhist celebration and its purpose</li> <li>• Explain the significance of Siddhartha Gautama in Buddhism and how this is shown in festivals</li> <li>• Compare and contrast Mahayana and Theravada Buddhist traditions</li> <li>• Offer a supported view as to whether Buddhists around the world believe and celebrate the same thing or not</li> </ul> <p><b>Diwali: the festival of Light</b></p> <ul style="list-style-type: none"> <li>• Name two Hindu actions at Diwali and the meaning behind them</li> <li>• Retell the story of Rama and Sita and its meaning</li> <li>• Explain three actions at modern Diwali and explain the meanings or stories underlying them</li> <li>• Show a connection between the modern festival of Diwali and the story of Rama and Sita</li> <li>• Suggest an answer to the question <i>does a festival always have a meaning behind it?</i></li> <li>• Suggest a reason as to why many cultures have festivals of light in the winter</li> </ul> <p><b>Links with other units</b></p> <p><i>Yr 3: Why is Christmas a winter festival?</i></p> <p><i>Yr 3: Why is Easter a spring festival?</i></p> <p><i>Yr 3: Judaism: Believing and Belonging</i></p>	
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<p><b>Year 5</b></p>	<p><b>Is Christmas too commercial?</b></p> <ul style="list-style-type: none"> <li>• Explain one 'alternative' meaning for Christmas.</li> <li>• Explain the meaning of 'commercial'.</li> <li>• To be able an answer to the question: <i>is Christmas too commercial?</i></li> <li>• Show understanding of the Christian meaning of Christmas: Jesus' Incarnation.</li> <li>• Compare a moral meaning of Christmas to a commercial meaning of Christmas.</li> <li>• Show understanding of why Jesus' birth starts the Christian 'Big Story'.</li> </ul> <p><b>Who is responsible for Jesus' death?</b></p> <ul style="list-style-type: none"> <li>• Explain how Judas betrayed Jesus.</li> <li>• Explain how it seems that Jesus trusted Mary Magdalene.</li> <li>• Suggest two people/ groups who supported Jesus and two people/ groups who harmed Jesus.</li> <li>• With support of the teacher be able to answer the question: <i>Who is responsible for Jesus' death?</i></li> <li>• Suggest a reason why Judas thought he was doing the right thing</li> <li>• Suggest an answer to the question: <i>how far is Jesus' death necessary to Christian belief?</i></li> </ul> <p><b>Links with other key questions</b></p> <p><i>Y1: What do Christians remember at Easter?</i></p> <p><i>Y2: Why do Christians remember the Last Supper?</i></p>	<p><b>Food and drink: what are religious rules for?</b></p> <ul style="list-style-type: none"> <li>• Define 'haram', explain one food which is haram</li> <li>• Define 'halal', explain one food which is halal</li> <li>• Explain the role and purpose of fasting in Islam Explain how Muslims should treat animals and why</li> <li>• Give two examples of halal and haram food in Islam and explain why Muslims can or cannot eat them</li> <li>• Give a justified view as to whether Muslim athletes should fast during Ramadan</li> <li>• Offer a view as to the purpose of religious rules</li> <li>• Show connection between the Islamic idea of 'submission' and religious rules</li> </ul> <p><b>Links with other units</b></p> <p><i>Y3: Ramadan and Eid</i></p> <p><i>Y4 : Muslims in Britain and around the world</i></p>	<p><b>Sikhism: the Gurdwara</b></p> <ul style="list-style-type: none"> <li>• Name two features of the Gurdwara in Punjabi and explain their meaning</li> <li>• Name two actions Sikhs take in the Gurdwara and explain their meaning</li> <li>• Explain how and why the Guru Granth Sahib is treated in the Gurdwara</li> <li>• Give a view as to the value of a place of worship</li> <li>• Explain why Sikhs and Hindus celebrate Diwali and their differences Offer a supported view as to the purpose of a place of worship</li> </ul> <p><b>Links with other units</b></p> <p><i>Y1: how is someone welcomed into Christianity?</i></p> <p><i>Y1: Belonging to the Muslim Family</i></p> <p><i>Y2: Guru Granth Sahib, a Living Guru</i></p> <p><i>Y2: The Torah: God's Law for the Jews</i></p> <p><i>Y2: Why is the Qur'an a sacred book</i></p> <p><i>Y4: Diwali: the Festival of Light</i></p>	<p><b>What is Worship? What is it for?</b></p> <ul style="list-style-type: none"> <li>• Define 'worship', with reference to examples from three religious traditions</li> <li>• Give a view as to whether worship should happen in a special place and why, with reference to at least one named religion</li> <li>• With reference to at least three different religious examples, explain what worship is and is not</li> <li>• Give a view as to whether humanitarian work is worship, with reference to at least two religious charitable principles and practical actions</li> <li>• Give a view as to whether Buddhist meditation and chanting is worship, with reference to Buddhist philosophy</li> <li>• Respond to the question <i>what is worship? What is it for?</i> with reference to the subjects studied</li> </ul> <p><b>Links with other units</b></p> <p><i>Y1: Belonging to the Muslim Family</i></p> <p><i>Y5: Sikhism: the Gurdwara</i></p> <p><i>Y3: What is a mosque for?</i></p> <p><i>Y4: Muslims in Britain and Around the World</i></p> <p><i>Y4: Diwali: Festival of Light</i></p> <p><i>Y3: Judaism: Believing and Belonging</i></p>
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<p><b>Year 6</b></p>	<p><b>Why is Jesus' death seen as a victory?</b></p> <ul style="list-style-type: none"> <li>• Explain what happened to Jesus after he was buried.</li> <li>• Explain what Christians believe about Jesus coming back to life.</li> <li>• Explain how one Christian belief can be seen in one Easter hymn lyric.</li> <li>• Explain why Jesus' death is seen as a victory.</li> <li>• Explain the series of events that led to Jesus' becoming humanity's saviour in Christian belief.</li> <li>• Show a connection between an Easter belief and a Christmas belief.</li> </ul> <p><b>Links with other key questions</b></p> <p><i>Y4: What actually happened at Easter?</i></p> <p><i>Y4: what is the 'Big Story' of Christianity?</i></p> <p><i>Y5: Who is responsible for Jesus' death?</i></p> <p><b>Why are the Gospel accounts different?</b></p> <ul style="list-style-type: none"> <li>• Describe three elements of the Nativity.</li> <li>• Explain one Christian belief about Jesus from the Nativity.</li> <li>• Name two Gospel authors.</li> <li>• Describe two common elements of Matthew and Luke's nativity accounts.</li> <li>• Explain Matthew's concern.</li> <li>• Explain Luke's concern.</li> <li>• Show how at least one element of the nativity reflects Christian beliefs in Jesus as a saviour.</li> <li>• Show how at least one element of the Nativity reflects Christian beliefs in Jesus as God Incarnate.</li> <li>• Suggest reasons for the difference between Matthew and Luke's nativity accounts.</li> </ul> <p><b>Links with other key questions</b></p> <p><i>Y3: Why did monks copy the Gospels by hand?</i></p> <p><i>Y4: What is the big Story of Christianity?</i></p>			<p><b>Is faith always the same? What does art tell us?</b></p> <ul style="list-style-type: none"> <li>• Describe two aspects of Islamic art and explain their meaning.</li> <li>• Describe two aspects of Christian art and explain their meaning.</li> <li>• Explain how aspects of Islamic, Christian and one other religious faith can be seen in art.</li> <li>• Offer a supported view as to how personal religious art is to the artist.</li> <li>• Offer a supported view as to what makes art religious.</li> <li>• Offer a supported view as to why art within a religious tradition tends to follow similar characteristics.</li> </ul> <p><b>Links with other units</b></p> <p><i>Y1: Belonging to the Muslim Family</i></p> <p><i>Y5: Sikhi, the Gurdwara</i></p> <p><i>Y3: What is a mosque for?</i></p> <p><i>Y4: Muslims in Britain and Around the World</i></p> <p><i>Y4: Diwali: Festival of Light</i></p> <p><i>Y3: Judaism: Believing and Belonging</i></p> <p><b>From life to death: what role does religion play?</b></p> <ul style="list-style-type: none"> <li>• Explain one action and its meaning for each rite of passage; birth, coming of age, marriage and death. Link the rites of passage to the correct religion.</li> <li>• Explain the purpose of one rite of passage for a community.</li> <li>• Explain the purpose for a community of each rite of passage, with using key vocabulary.</li> <li>• Suggest why all cultures have rites of passage.</li> <li>• Offer a view as to the reason why all cultures mark the same stages in life.</li> <li>• Offer a supported view as to how religious rites of passage are.</li> </ul> <p><b>Links with other units</b></p> <p><i>Y1: Belonging to the Christian Family</i></p> <p><i>Y1: Belonging to the Muslim Family</i></p>
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