



Whiston Willis Community Primary School

**Religious Education Progression of skills KS2- year 5/ 6**

<b>Year 5 Areas of study</b>	
<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Begin to select and organise information to produce structured work and use a wider range of religious terms in context</li> </ul>	<p><b>Religious beliefs and sources</b></p> <ul style="list-style-type: none"> <li>• Can describe and show some understanding of sources, practices, beliefs, ideas, feelings and experiences and can make links between these</li> </ul>
<p><b>Influence and impact</b></p> <ul style="list-style-type: none"> <li>• Can describe and show some understanding of the impact of beliefs on individuals and communities, and the believer's response to ethical issues</li> </ul>	<p><b>Religious Expression</b></p> <ul style="list-style-type: none"> <li>• Can describe and show some understanding of a range of forms of spiritual and religious expression</li> </ul>
<p><b>Experiences and feelings</b></p> <ul style="list-style-type: none"> <li>• Can describe and show some understanding of what influences and inspires themselves and others and show a respect for the beliefs of others</li> </ul>	<p><b>Questions and values</b></p> <ul style="list-style-type: none"> <li>• Can ask and reflect upon questions of identity, belonging, meaning and purpose. They show some understanding of the contributions religion makes to human and global issues</li> </ul>
<b>Year 6 Areas of study</b>	
<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Select and organise information to produce structured work and use a wider range of religious terms in context</li> </ul>	<p><b>Religious beliefs and sources</b></p> <ul style="list-style-type: none"> <li>• Can describe and show understanding of sources, practices, beliefs, ideas, feelings and experiences and can make links between these</li> </ul>
<p><b>Influence and impact</b></p> <ul style="list-style-type: none"> <li>• Can describe and show understanding of the impact of beliefs on individuals and communities, and the believer's response to ethical issues</li> </ul>	<p><b>Religious Expression</b></p> <ul style="list-style-type: none"> <li>• Can describe and show understanding of a range of forms of spiritual and religious expression</li> </ul>
<p><b>Experiences and feelings</b></p> <ul style="list-style-type: none"> <li>• Can describe and show understanding of what influences and inspires themselves and others and show a respect for the beliefs of others</li> </ul>	<p><b>Questions and values</b></p> <ul style="list-style-type: none"> <li>• Can ask and reflect upon questions of identity, belonging, meaning and purpose. They show understanding of the contributions religion makes to human and global issues</li> </ul>

## **Learning outcomes Year 5**

### **Investigations of religions and worldviews**

- Describe and explain different ideas about God with reference to two religions or one religion and non-religious worldview
- Ask important questions about social issues and suggest what might happen depending on different moral choices
- Provide good reasons for the views they have and the connections they make

### **Knowledge and understanding of Christianity**

- Make links between Jesus' life and teaching and different forms of Christian action, such as rituals and charitable acts
- Describe how Christians express beliefs about Jesus as 'Son of God' and 'Saviour' in worship and art
- Describe and compare different ideas Christians may have about salvation and life after death
- Provide good reasons for the views they have and the connections they make

### **Knowledge and understanding of religions and worldviews other than Christianity**

- Make links between some texts and symbols from religion and belief and guidance on how to live a good life
- Describe and compare how important aspects of a religion or belief are celebrated and remembered by different communities
- Describe and compare different ideas from the tradition being studied about the meaning of life and death
- Provide good meaning for the views they have and the connections they make

## **Learning outcomes Year 6**

### **Investigations of religions and worldviews**

- Ask important questions about religious experience and life after death and suggest answers that refer to traditions of religions and belief
- Ask important questions about social issues and suggest what might happen depending on different moral choices
- Provide good reasons for the views they have and the connections they make

### **Knowledge and understanding of Christianity**

- Describe and compare different ideas Christians may have about developing their relationship with God, through prayer, pilgrimage or personal 'spiritual' experience
- Describe how Christians express beliefs about Jesus as 'Son of God' or 'Saviour' in worship and art
- Describe and compare different ideas Christians may have about salvation and life after death with reference to key text

### **Knowledge and understanding of religions and worldviews other than Christianity**

- Describe and compare how important aspects of a religion or belief are celebrated and remembered by different communities
- Describe and compare different ways of demonstrating a commitment to a tradition of religion or belief
- Describe and compare different ideas from the tradition being studied about the meaning of life and death with reference to key texts
- Provide good reason for the views they have and the connections they make

**Following Year 5 topics**

Topic	Key Skills
<p><b>Autumn 1 – Islam</b></p>	<ul style="list-style-type: none"> <li>• Consider what Muslims believe and how they live their lives.</li> <li>• Show a development of appropriate religious vocabulary and increasing knowledge of relevant characters</li> <li>• Know important features of a mosque</li> <li>• Describe features of Muslim life and compare with own rituals and beliefs</li> <li>• Consider the 5 pillars of Islam and their significance for the believer</li> </ul>
<p><b>Autumn 2- Christmas in Art</b></p>	<ul style="list-style-type: none"> <li>• Look at artist interpretations of Christmas</li> <li>• Show awareness of the significance of event and characters involved</li> </ul>
<p><b>Spring 1- Christianity and Easter</b> Learn about the baptism of Jesus Develop understanding of Lent and the events during Easter</p>	<ul style="list-style-type: none"> <li>• Know that church celebrates key events during the year</li> <li>• Use a bible as a resource</li> <li>• Develop understanding of biblical characters</li> <li>• Learn about symbols of baptism</li> <li>• Develop understanding of Lent and events during Easter</li> <li>• Consider temptation and link to Aesop’s fables and parables</li> </ul>
<p><b>Spring 2- As above</b></p>	
<p><b>Summer 1- Precious</b></p>	<ul style="list-style-type: none"> <li>• Consider what is precious to us/who we are precious to</li> <li>• Show understanding of different values and worth</li> <li>• Show awareness of the importance of the bible, Torah, Qur’an etc for believers</li> </ul>
<p><b>Summer 2- Natural world</b></p>	<ul style="list-style-type: none"> <li>• Ask what is the natural world?</li> <li>• Identify favourite natural places in local area and globally</li> <li>• Recognise that there are diverse climates and geographical areas</li> <li>• Know some questions in life are difficult to answer when viewing the natural world</li> <li>• Enable pupils to reflect upon how each of us impacts on environment</li> </ul>

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