

RPS Progression of Knowledge and Skills

Progression of Knowledge in the Religious Education Curriculum

These key concepts and vocabulary overarch our Religious Education curriculum. They are what we want our children to know by the end of Year 6. These concepts will be revisited every year in RE topics and in other areas of the curriculum where appropriate.

The Norfolk RE syllabus aims to help children know and understand about religious and non-religious worldviews by learning to see through three lenses:

- Theological – Thinking through believing
- Philosophical – Thinking through thinking
- Human/social sciences – Thinking through living

Discovery RE is an entirely enquiry-based model. In the following sections we show how Discovery RE units could help Norfolk schools tackle some of the suggested core questions present in their syllabus.

RE adopts an enquiry-based approach to teaching and learning. Christianity is taught in every year group, with Christmas and Easter given new treatment each year, developing the learning in a progressive way. Buddhism, Hinduism, Islam, Judaism and Sikhism are also covered. Humanist perspectives are added when appropriate in some enquiries. Each enquiry unit demands the equivalent of 6 lessons. Each enquiry has a learning objective which shows the learning over the enquiry and SMSC (Spiritual, Moral, Social and Cultural) development opportunities are mapped throughout as is each enquiry's contribution to the British Values agenda. Progression from Reception to year 6 will have similar trends. For example, every year group will explore a different concept linked to Easter and Christmas. See the British Values Grid to highlight how RE supports SMSC.

Key Vocabulary

Crucifix, Jesus, Judaism, Jew, holy, harvest, God, festival, faith, Easter, church, Christmas, Christian, celebrate, Bible, rules, Quran, believe, Pesach, values, symbol, Sukkot, story, belonging, special, Shabbat, sacred, religion, prayer, nativity, Muslim, Hinduism, priest, baptism, Vicar, love, rebirth, reincarnation, perseverance, peace, karma, hope, Hindu, Hanukkah, generosity, Allah, friendship, creator, creativity, courage, compassion, temptation, shrine, community, Islam, conscience, gospel, deity, Christianity, parable, religious, worship, trinity, trust, thankfulness, testament, saint, responsibility, guidance, moral, sacrifice, respect, reflection, Ramadan, Muhammed, prophet, mosque, judgement, faithfulness, Eid-ul-Fitr, Dharma, creation, Baptist, atheist, Anglican, justice, freedom, rites of passage, afterlife, agnostic, Sikh, suffering, theist, synagogue, spiritual, poverty, segregation, commandments, fairness, principles, Passover, pilgrimage, communion, Hajj, Buddhism, Sikhism, empathise, Salat

Progression of skills in the Religious Education Curriculum

These are recorded as Learning Objectives in lessons with 'I can' statements in the success criteria. Similarly to history, children explore a key question per module to be explored and answered by the end of sequence of lessons.

RPS Progression of Knowledge and Skills

Religious Education (RE) in Rosecroft Primary school is taught with the main religion's focus being on Christianity. This is because, in Norfolk, the biggest percentage of the population identify as Christian. Additionally, this religion is then used to compare the other four main religions: Buddhism, Sikhism, Islam and Judaism. Similar to history, RE is explored with the children investigating a key question. However, sometimes this key question is very broad and therefore is given a concept to focus the learning.

Progression of Knowledge and skills in the Religious Education Curriculum				
	Nursery	Reception	Year 1	Year 2
	Christianity and Judaism.	Christianity	Christianity- Creation Story	Christianity
	Theme: Special People Key Question: What makes people special?	Theme: Special People Key Question: What makes people special? Religions: Christianity, Judaism	Theme: Creation Story Concept: God/Creation Key Question: Does God want Christians to look after the world? To explain key parts of the creation story. To retell the creation story. To explain different environmental issues. To explain why it is important to recycle.	Theme: What did Jesus teach? Key Question: Is it possible to be kind to everyone all the time? To explore the commandment 'Love your neighbour'. To explain what a Good Samaritan is. To explore the idea of Jesus healing a paralysed man.
	Theme: Christmas Key Question: What is Christmas? Religion: Christianity Christian concept: Incarnation	Theme: Christmas Key Question: What is Christmas? Religion: Christianity Christian concept: Incarnation	Christianity- Christmas Theme: Christmas Concept: Incarnation Key Question: What gifts might Christians In my town have given Jesus if he had been born here rather than in Bethlehem? To explain the concept of giving. To explain why it is important to take care when giving to others.	Christianity Theme: Christmas - Jesus as gift from God Concept: Incarnation Key Question: Why do Christians believe God gave Jesus to the world? To explore Saviour, Advent and Jesus' teachings around the Good Samaritan.
	Theme: Celebrations Key Question: How do people celebrate? Religions: Hinduism	Theme: Celebrations Key Question: How do people celebrate? Religions: Hinduism	Christianity Theme: Jesus as a friend Concept: Incarnation Key Question: Was it always easy for Jesus to show friendship? To investigate Zacchaeus and how this relates to giving. To explore the idea of friendship. To explore 'Jesus stills the storm Lazarus'.	Islam Theme: Prayer at home Key Question: Does praying at regular intervals help a Muslim in his/ her everyday life? To explore the idea of praying. To explain why praying is important to Muslims. To explore Muslim's commitment to Allah. To explain who Allah is.

RPS Progression of Knowledge and Skills

	Theme: Easter Key Question: What is Easter? Religion: Christianity Christian concept: Salvation	Theme: Easter Key Question: What is Easter? Religion: Christianity Christian concept: Salvation	Christianity Theme: Easter - Palm Sunday Concept: Salvation Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? To explore the term Messiah. To explore the idea of preparing for a special person. To explain why Jesus was welcomed like a King.	Christianity Theme: Easter - Resurrection Concept: Salvation Key Question: How important is it to Christians that Jesus came back to life after His crucifixion? To explore the Easter symbol. To explain what resurrection means. To explore why new life is related to easter.
	Theme: Story Time Key Question: What can we learn from stories? Religions: Christianity, Islam, Hinduism, Sikhism	Theme: Story Time Key Question: What can we learn from stories? Religions: Christianity, Islam, Hinduism, Sikhism	Judaism Theme: Shabbat Key Question: Is Shabbat important to Jewish children? To explore Jewish special days. To investigate was a Shabbat meal looks like. To explain why a Synagogue is important those of the Jewish faith.	Islam Theme: Community and Belonging Key Question: Does going to a Mosque give Muslims a sense of belonging? To explain what a Mosque is. To explain why washing before prayer is important for Muslims. To investigate how a Muslim prays in a Mosque.
	Theme: Special Places Key Question: What makes places special? Religions: Christianity, Islam, Judaism	Theme: Special Places Key Question: What makes places special? Religions: Christianity, Islam, Judaism	Judaism Theme: Rosh Hashanah and Yom Kippur Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children? To explore the idea of forgiveness and repentance. To explain the important of food and symbolism. To explore the Chanukah story. To explain what miracle meals.	Islam Theme: Hajj Key Question: Does completing Hajj make a person a better Muslim? To explain what pilgrimage means. To explore Hajj. To explore the 5 pillars. To explore Makkah.

Progression of Knowledge and skills in the Religious Education Curriculum

	Year 3	Year 4	Year 5	Year 6
	Sikhism	Buddhism	Hinduism	Islam
	Theme: The Amrit Ceremony and the Khalsa Key Question: Does joining the Khalsa make a person a better Sikh?	Theme: Buddha's teachings Key Question: Is it possible for everyone to be happy?	Theme: Prayer and Worship Key Question: What is the best way for a Hindu to show commitment to God?	Theme: Beliefs and Practices Key Question: What is the best way for a Muslim to show commitment to God?

RPS Progression of Knowledge and Skills

	<p>To explore Khalsa. To explore Amrit. To explore the 5Ks.</p>	<p>To explore life of the Buddha. To investigate the search for enlightenment and why this is important for Buddhists.</p>	<p>To explore Murtis. To look at worship at home – Puja. To explore the 4 goals of Hinduism. To explore Dharma. To revise what pilgrimage means. To explain how pilgrimage relates to Hinduism.</p>	<p>To revise the 5 pillars and explain why they are important to Muslims. To investigate different Muslim charities and relate to the 5 pillars. To explore fasting. To revise the Hajj pilgrimage and explain its important to Muslims, relating to the 5 pillars.</p>
	Christianity	Christianity	Christianity	Christianity
	<p>Theme: Christmas Concept: Incarnation Key Question: Has Christmas lost its true meaning?</p> <p>To introduce the idea of Christian symbols. To investigate key messages to Christians.</p>	<p>Theme: Christmas Concept: Incarnation Key Question: What is the most significant part of the nativity story for Christians today?</p> <p>To explore Christmas symbols (angels, stars, and the symbolic meaning of giving gifts). To explain incarnation. To explore Christingle.</p>	<p>Theme: Christmas Concept: Incarnation Key Question: Is the Christmas story true?</p> <p>To revise the Christmas story and why it is significant for Christians (thinking about symbols, teachings, and importance).</p>	<p>Theme: Christmas Concept: Incarnation Key Question: Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?</p> <p>To explain Christmas is a celebration for Christians and the significance of symbolic traditions.</p>
	Christianity	Buddhism	Hinduism	Christianity
	<p>Theme: Jesus' Miracles Concept: Incarnation Key Question: Could Jesus heal people? Were these miracles or is there some other explanation?</p> <p>To explore the story of Jesus and the blind man. To explore the story of Jesus and the paralysed man. To revise the idea of miracles and how they relate to the above stories.</p>	<p>Theme: The 8-fold path Key Question: Can the Buddha's teachings make the world a better place?</p> <p>To introduce the 8-fold path. To investigate the 3 universal truths. To explore the idea of suffering. To explore the teachings of Buddha.</p>	<p>Theme: Hindu Beliefs Key Question: How can Brahman be everywhere and in everything?</p> <p>To investigate Hindus beliefs about souls. To explore Trimutri. To investigate Hindu Deities.</p>	<p>Theme: Beliefs and Meaning Concept: Salvation Key Question: Is anything ever eternal?</p> <p>To explore and explain the meaning of eternal. To investigate the parables / Teachings : The Lost Son, Ten Lepers, Two Great Commandments, Agape, Heaven and Love.</p>
	Christianity	Christianity	Christianity	Christianity

RPS Progression of Knowledge and Skills

	Theme: Easter - Forgiveness Concept: Salvation Key Question: What is 'good' about Good Friday? To explore The Last Supper. To introduce the idea of crucifixion. To explore the idea of forgiveness and relate it to the crucifixion of Jesus on the cross.	Theme: Easter Concept: Salvation Key Question: Is forgiveness always possible for Christians? To revise the story of The Last Supper, focusing on forgiveness. To explore Jesus' teaching on enemies. To look at anger and revenge.	Theme: Easter Concept: Salvation Key Question: How significant is it for Christians to believe God intended Jesus to die? To introduce the idea of The Holy Week and how this relates to The Last Supper while exploring the importance of crucifixion.	Theme: Easter Concept: Gospel Key Question: Is Christianity still a strong religion 2000 years after Jesus was on Earth? To explain where we can see traditional Christian celebrations in society, using prior knowledge to support reasoning.
	Sikhism	Buddhism	Hinduism	Islam
	Theme: Sharing and Community Key Question: Do Sikhs think it is important to share? To explore Vaisakhi. To explain why Diwali is important to Sikhs. To explore the Guru Hargobind, Gurdwara and Guru Granth Sahib.	Theme: The 8-fold path Key Question: What is the best way for a Buddhist to lead a good life? To explore the idea of the 8 fold path (right viewpoint, right awareness, right speech, right concentration, right action, right thought, right effort and right living).	Theme: Beliefs and moral values Key Question: Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives? To explain what Karma, Samsara and Moksha is. To explain why it is important to do good deeds. To explore Rama, reincarnation, and Sadhu.	Theme: Beliefs and moral values Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives? To explain actions, have consequences. To explore Greater Jihad, Military Jihad and Lesser Jihad.
	Sikhism	Christianity	Christianity	Islam
	Theme: Prayer and Worship Key Question: What is the best way for a Sikh to show commitment to God? To revise the 5Ks, what they are and why they are important. To revise Amrit. To revise Khalsa. To explain how Sikhs worship and the significance of Guru Granth Sahib. To explain the 3 golden rules. To explore Mool Mantar.	Theme: Prayer and Worship Key Question: Do people need to go to church to show they are Christians? To explore churches. To explore baptism. To explore Eucharist. To investigate how Christian's worship through prayer. To explore a Christian's daily life.	Theme: Beliefs and Practices Key Question: What is the best way for a Christian to show commitment to God? To explain why it is important for Christians to follow the teaching of loving your neighbour. To know different Christian charities and how they relate to Christianity. To explore significant people (Mother Teresa and Martin Luther King). To investigate communion church.	Theme: Beliefs and moral values Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives? To explore the Qur'an and its significance for Muslims. To explore the Holy War.

RPS Progression of Knowledge and Skills

Key Assessment Skills in the Religious Education Curriculum

OVERVIEW LEARNING OUTCOMES AND ASSESSMENT SHEETS CAN BE FOUND UNDER ASSESSMENT AND YEAR GROUPS ON SHAREPOINT

Nursery		Reception	
Christianity and Judaism Theme: Special People Key Question: What makes people special? Understanding the World- Continue to develop positive attitudes about the differences between people. EYFS Link (3-4 year Olds document) Personal, Social and Emotional Development- Develop their sense of responsibility and membership of a community		Theme: Special People Key Question: What makes people special? Religions: Christianity, Judaism Personal, Social and Emotional Development- See themselves as a valuable individual.	
Children who achieved		Children who achieve early learning goals	
Children who did not achieve		Children who did not achieve early learning goals	
Theme: Christmas Key Question: What is Christmas? Religion: Christianity Christian concept: Incarnation Understanding the World- Continue to develop positive attitudes about the differences between people. EYFS Link (3-4 year Olds document) Personal, Social and Emotional Development- Develop their sense of responsibility and membership of a community		Theme: Christmas Key Question: What is Christmas? Religion: Christianity Christian concept: Incarnation Personal, Social and Emotional Development- See themselves as a valuable individual.	
Children who achieved		Children who achieve early learning goals	

RPS Progression of Knowledge and Skills

Children who did not achieve		Children who did not achieve early learning goals	
Theme: Celebrations Key Question: How do people celebrate? Religions: Hinduism Understanding the World- Continue to develop positive attitudes about the differences between people. EYFS Link (3-4 year Olds document) Personal, Social and Emotional Development- Develop their sense of responsibility and membership of a community		Theme: Celebrations Key Question: How do people celebrate? Religions: Hinduism Understanding the World- Understand that some places are special to members of their community.	
Children who achieved		Children who achieve early learning goals	
Children who did not achieve		Children who did not achieve early learning goals	
Theme: Easter Key Question: What is Easter? Religion: Christianity Christian concept: Salvation Understanding the World- Continue to develop positive attitudes about the differences between people. EYFS Link (3-4 year Olds document) Personal, Social and Emotional Development- Develop their sense of responsibility and membership of a community		Theme: Easter Key Question: What is Easter? Religion: Christianity Christian concept: Salvation Understanding the World- Talk about members of their immediate family and community. Understand that some places are special to members of their community.	
Children who achieved		Children who achieve early learning goals	
Children who did not achieve		Children who did not achieve early learning goals	
Theme: Story Time Key Question: What can we learn from stories? Religions: Christianity, Islam, Hinduism, Sikhism Understanding the World- Continue to develop positive attitudes about the differences between people.		Theme: Story Time Key Question: What can we learn from stories? Religions: Christianity, Islam, Hinduism, Sikhism Recognise that people have different beliefs and celebrate special times in different ways.	

RPS Progression of Knowledge and Skills

EYFS Link (3-4 year Olds document) Personal, Social and Emotional Development- Develop their sense of responsibility and membership of a community			
Children who achieved		Children who achieve early learning goals	
Children who did not achieve		Children who did not achieve early learning goals	
Theme: Special Places Key Question: What makes places special? Religions: Christianity, Islam, Judaism Understanding the World- Continue to develop positive attitudes about the differences between people. EYFS Link (3-4 year Olds document) Personal, Social and Emotional Development- Develop their sense of responsibility and membership of a community		Theme: Special Places Key Question: What makes places special? Religions: Christianity, Islam, Judaism Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.	
Children who achieved		Children who achieves early learning goals	
Children who did not achieve		Children who did not achieve early learning goals	

Year 1	Year 2
Christianity Theme: Creation Story Concept: God/Creation Key Question: Does God want Christians to look after the world? All children are able to: I can tell you what I made. I can say something about the Christian Creation story. I can show some awareness that Christians believe there is a God. Most children are able to: I can say how it felt to make something. I can remember the Christian Creation story and talk about it. I can express an opinion about the Christian belief about creation.	Christianity Theme: What did Jesus teach? Key Question: Is it possible to be kind to everyone all the time? All children should be able to: I can tell you when I was kind. I can remember something Jesus said or did to be kind. I can say if I think Christians can be kind Most children will be able to: I can tell you when I have been kind to others even when it was difficult. I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness. I can say if I think Christians should be kind and give a reason.

RPS Progression of Knowledge and Skills

<p>Some children are able to:</p> <p>I can say how it felt to make something and how I think my creation should be treated.</p> <p>I can re-tell the Christian Creation story and say some things that they believe God created on different days.</p> <p>I can start to talk about how I think the world got here.</p>		<p>Some children will be able to:</p> <p>I can say when and why it is easy or difficult to be kind.</p> <p>I can tell you some ways Christians try to follow Jesus' example of being kind.</p> <p>I can say why I think Christians should be kind and start to explain how they think they can do this (with God's help).</p>	
Working Above Greater Depth		Working above Greater Depth	
Working Towards age expectations		Working Towards age expectations	
<p>Christianity- Christmas</p> <p>Theme: Christmas Concept: Incarnation</p> <p>Key Question: What gifts might Christians In my town have given Jesus if he had been born here rather than in Bethlehem?</p> <p>All children should be able to:</p> <p>I can tell you about a present I have received.</p> <p>I can say something about the Christmas story.</p> <p>I can show some awareness that Jesus is special to Christians.</p> <p>Most children will be able to:</p> <p>I can talk about a gift that is special to me</p> <p>I can remember some of the Christmas story.</p> <p>I can suggest a gift I would give to Jesus.</p> <p>Some children will be able to:</p> <p>I can talk about a gift that is special to me and explain how I felt when I received it.</p> <p>I can remember the Christmas story, including which gifts were given to Jesus.</p> <p>I can think of a gift Christians might choose for Jesus and start to explain why He is special to them. (Incarnation).</p>		<p>Christianity</p> <p>Theme: Christmas - Jesus as gift from God</p> <p>Concept: Incarnation</p> <p>Key Question: Why do Christians believe God gave Jesus to the world?</p> <p>All children should be able to:</p> <p>I can tell you how I try to show love in the world.</p> <p>I can remember some of the Christmas story.</p> <p>I can start to say why Christians think God gave Jesus to the world.</p> <p>Most children will be able to:</p> <p>I can say how I could help solve a problem by showing love.</p> <p>I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God.</p> <p>I can tell you why Christians think God gave Jesus to the world.</p> <p>Some children will be able to:</p> <p>I can say how I could help solve a problem in the world by showing love.</p> <p>I can explain how Jesus' coming to the world shows Christians how they could love/help people and the world.</p> <p>I can explain the Christian belief that God gave Jesus to the world to rescue/save it</p>	
Working Above Greater Depth		Working at greater depth	
Working Towards age expectations		Working towards age expectations	
<p>Christianity</p> <p>Theme: Jesus as a friend</p> <p>Concept: Incarnation</p> <p>Key Question: Was it always easy for Jesus to show friendship?</p> <p>All children should be able to:</p> <p>I can tell you who is my friend.</p>		<p>Islam</p> <p>Theme: Prayer at home</p> <p>Key Question: Does praying at regular intervals help a Muslim in his/ her everyday life?</p> <p>All children should be able to:</p> <p>I can talk about people I listen to/respect.</p> <p>I can tell you something Jews do at Passover.</p>	

RPS Progression of Knowledge and Skills

<p>I can say something about one of Jesus’ friends. I can say how Jesus was nice to people.</p> <p>Most children will be able to: I can talk about my friends and why I like them. I can remember a story about Jesus showing friendship and talk about it. I can say how Jesus tried to be a good friend</p> <p>Some children will be able to: I can talk about times when I have been a good friend. I can tell a story about Jesus and His friends and say how He showed friendship in that story. I can say how Christians show friendship and how God helps them do this.</p>		<p>I can start to say what I think is an important thing Jews do to show they are doing what God asks.</p> <p>Most children will be able to: I can talk about why I do as some people ask but not others. I can talk about the Seder meal, or another Jewish practice, with some detail and some of the correct vocabulary, and start to explain why they choose to do this. I can suggest what I think are the most and least important things Jews do that God asks them to do and add at least one reason.</p> <p>Some children will be able to: I can say what makes me do as some people ask but not others and explain what influences my choices. I can describe some of the things Jews choose to do to show respect for God. I can give reasons why I think certain things are more or less important for Jews to do to show they respect God.</p>	
Working at greater depth		Working at greater depth	
Working towards age expectations		Working towards age expectations	

RPS Progression of Knowledge and Skills

<p>Christianity Theme: Easter - Palm Sunday Concept: Salvation Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</p> <p>All children should be able to: I can tell you someone who is special to me. I can tell you something about Palm Sunday. I can show some awareness that Jesus is special to Christians.</p> <p>Most children will be able to: I can talk about a person I admire. I can recall parts of the Easter story. I can recognise some symbols in the story. I can start to show understanding that Jesus is special to Christians and say why.</p> <p>Some children will be able to: I can discuss how I might treat a special person and say why. I can recall what happened on Palm Sunday and can say what some of the symbols in the Easter story mean. I can recognise that Jesus must be special to Christians to be welcomed in this way and start to explain their beliefs about 'Him'.</p>	<p>Christianity Theme: Easter - Resurrection Concept: Salvation Key Question: How important is it to Christians that Jesus came back to life after His crucifixion?</p> <p>All children should be able to: I can say how I remember people who are not here anymore. I can recall parts of the Easter story. I can talk about what I think happened to Jesus.</p> <p>Most children will be able to: I can say what I believe happens to you when you die and tell you how I remember people close to me. I can recall what Christians believe happened on Easter Sunday. I can start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion.</p> <p>Some children will be able to: I can start to discuss my beliefs in life after death/what happens when someone dies. I can tell you about the Christian belief in Jesus' resurrection and start to explain why this is so important to them. I can start to explain what Christians believe about Jesus' resurrection, and to evaluate how important this is to them. I can say what I believe about life after death.</p>
<div>Working at greater depth</div>	<div>Working at greater depth</div>
<div>Working towards age expectations</div>	<div>Working towards age expectations</div>
<p>Judaism Theme: Shabbat Key Question: Is Shabbat important to Jewish children?</p> <p>All children should be able to: I can tell you my favourite day. I can tell you something on the special Shabbat table. I can tell you what Joshua might do on a Friday after school.</p> <p>Most children will be able to: I can tell you which is my favourite day of the week and talk about food I would like to share in a special meal.</p>	<p>Islam Theme: Community and Belonging Key Question: Does going to a Mosque give Muslims a sense of belonging?</p> <p>All children should be able to: I can start to explain how it feels to belong. I can use the right words to describe what Muslims do and feel when they attend prayer at the mosque. I can start to explain when Muslims might feel like they belong.</p> <p>Most children will be able to: I can understand how meeting in a certain place could make me feel like I belong. I can explain what happens when Muslims pray alone or at the mosque.</p>

RPS Progression of Knowledge and Skills

<p>I can use the right names for things that are special to Jewish people during Shabbat and explain why.</p> <p>I can start to make a connection between being Jewish and decisions about behaviour.</p> <p>Some children will be able to:</p> <p>I can explain why a particular day is my favourite and why and I can talk about when I would share a special meal.</p> <p>I can talk about some of the things that Jewish people do to celebrate Shabbat.</p> <p>I can start to explain how certain beliefs affect decision-making.</p>		<p>I can talk about how Muslims feel a sense of belonging when they are with other Muslims or when they pray on their own and say why this might be.</p> <p>Some children will be able to:</p> <p>I can explain how carrying out actions that are important to my group helps to remind me that I belong.</p> <p>I can describe how a Muslim achieves a sense of belonging through praying.</p> <p>I can put myself in a Muslim's position and say if I would prefer to pray alone or with other Muslims at a mosque and give a reason why.</p>	
Working at greater depth		Working at greater depth	
Working towards age expectations		Working towards age expectations	
<p>Judaism</p> <p>Theme: Rosh Hashanah and Yom Kippur Key</p> <p>Key Question: Are Rosh Hashanah and Yom Kippur important to Jewish children?</p> <p>All children should be able to:</p> <p>I can tell you a time I said sorry.</p> <p>I can say something that Jews do at Rosh Hashanah or at Yom Kippur.</p> <p>I can show some awareness of what is important about Rosh Hashanah and Yom Kippur.</p> <p>Most children will be able to:</p> <p>I can say how it feels to say sorry and what I have said sorry for.</p> <p>I can tell you something that either Rosh Hashanah or Yom Kippur is about.</p> <p>I can choose a picture and give my thinking on why this might be important to Jewish children at Rosh Hashanah or Yom Kippur.</p> <p>Some children will be able to:</p> <p>I can tell you how it feels to forgive someone.</p> <p>I can tell you what I think is an important part of Rosh Hashanah or Yom Kippur.</p> <p>I can give a reason why one of the pictures I chose is important to Jewish children at Rosh Hashanah or Yom Kippur.</p>		<p>Islam</p> <p>Theme: Hajj</p> <p>Key Question: Does completing Hajj make a person a better Muslim?</p> <p>All children should be able to:</p> <p>I can tell you about a special journey I have made.</p> <p>I can use the right words to tell you about some parts of the Hajj.</p> <p>I can start to imagine how it might feel to be on the Hajj.</p> <p>Most children will be able to:</p> <p>I can tell you about a special journey and why it was special to me.</p> <p>I can remember some of the events that happen during Hajj and start to explain why these are important to Muslims.</p> <p>I can start to think about the significance of Hajj to a Muslim.</p> <p>Some children will be able to:</p> <p>I can explain why a journey was special to me and how I felt about it.</p> <p>I can start to explain how some of the events during Hajj could help Muslims feel a sense of commitment to God.</p> <p>I can start to express my opinion as to whether completing the Hajj makes someone a better Muslim, with a reason.</p>	
Working at greater depth		Working at greater depth	
Working towards age expectations		Working towards age expectations	

RPS Progression of Knowledge and Skills

Key Assessment Skills in the Geography Curriculum

Year 3	Year 4	Year 5	Year 6
<p>Sikhism Theme: The Amrit Ceremony and the Khalsa Key Question: Does joining the Khalsa make a person a better Sikh?</p> <p>All children should be able to: I can start to express how it felt to join a group and the things I had to do in order to join. I can explain that some Sikhs choose to go through the Amrit Ceremony and what they do during this. I can start to express how a Sikh might feel when s/he goes through the Amrit ceremony.</p> <p>Most children will be able to: I can discuss how, for some groups I belong to, there is an initiation ceremony, and for others there isn't. I can talk about the difference that makes to my sense of belonging. I can describe what might motivate a Sikh to go through the Amrit Ceremony and what happens during this. I can start to see similarities between my experiences of joining and belonging and a Sikh's experience of the Amrit Ceremony/Khalsa.</p> <p>Some children will be able to: I can talk about my experiences of belonging to groups and can think about a symbol I might wear to show that I belong.</p>	<p>Buddhism Theme: Buddha's teachings Key Question: Is it possible for everyone to be happy?</p> <p>All children should be able to: I can talk about what makes me happy and think about why some people may not be happy. I can tell you important parts of the Buddha's life story in the right sequence and start to explain how he felt at certain points. I can start to explain why Siddhattha was unhappy even though he was a prince. Most children will be able to: I can start to show an understanding of why people think it is difficult to be happy all the time. I can tell you some of the things Siddhattha did to try to be happy and explain why I think they didn't work for him. I can begin to show an understanding of what being happy means to Buddhists</p> <p>Some children will be able to: I can give an opinion on whether helping other people to be happy might make me happy also. I can make a link between trying to live a good life by following the 8-fold path and the suffering Siddhattha saw. I can give my opinion on whether trying to live by the 8-fold path could help Buddhists be happy.</p>	<p>Hinduism Theme: Prayer and Worship Key Question: What is the best way for a Hindu to show commitment to God?</p> <p>All children should be able to: I can express why showing commitment to something may be a good thing. I can describe some of the ways that Hindus choose to show commitment to God and am starting to understand that they may do this in different ways. I can express an opinion on which way I think might be the best way for Hindus to show their commitment to God and start to give my reasons.</p> <p>Most children will be able to: I can show an understanding of why people show commitment in different ways. I can describe how different practices enable Hindus to show their commitment to God and understand that some of these will be more significant to some Hindus than others. I can express why I think Hindus might choose different ways to show commitment to God.</p> <p>Some children will be able to: I can explain why one way of showing commitment may not be better than another. I can explain why it is important to Hindus to show their commitment to</p>	<p>Islam Theme: Beliefs and Practices Key Question: What is the best way for a Muslim to show commitment to God? All children should be able to: I can express why showing commitment to something may be a good thing. I can describe some of the ways that Muslims choose to show commitment to God. I can explain why there might be different ways of showing commitment.</p> <p>Most children will be able to: I can show an understanding of why people show commitment in different ways. I can describe how different practices enable Muslims to show their commitment to God and understand that some of these will be more significant to some Muslims than others. I can think of some ways of showing commitment to God that would be better than others for Muslims.</p> <p>Some children will be able to: I can explain why one way of showing commitment may not be better than another. I can explore why Muslims choose to show commitment to God in the ways that they do and how this might impact on their lives. I can explain that individuals choose to show different degrees of commitment to their religion and can relate this to commitments I make in my life, (partly assessed in Lessons 1&6).</p>

RPS Progression of Knowledge and Skills

<p>I can explain that some Sikhs choose to join the Khalsa to reinforce their personal commitment to God and tell you about the outward symbols associated with this (e.g. 5Ks)</p> <p>I can talk about what I think makes someone a good person and about how joining the Khalsa might make someone feel like a 'better' Sikh.</p>				<p>God and can describe different ways they choose to do this.</p> <p>I can offer my own opinion on how it might be best for a Hindu to show commitment to God with supported reasoning.</p>			
Working at greater depth		Working at greater depth		Working at greater depth		Working at greater depth	
Working towards age expectations		Working towards age expectations		Working towards age expectations		Working towards age expectations	
<p>Christianity Theme: Christmas Concept: Incarnation Key Question: Has Christmas lost its true meaning?</p> <p>All children should be able to: I can talk about what I think a miracle is. I can retell a story about Jesus healing someone and say one thing Christians might believe about Jesus. I can identify some of the questions people ask about Jesus' healing miracles.</p> <p>Most children will be able to: I can talk about some of the things in the world that people think of as miracles and begin to tell you about a miracle I would like to see happen today. I can explain one Christian viewpoint about one of Jesus' healing miracles. I can start to say whether I believe Jesus actually healed people or not.</p> <p>Some children will be able to:</p>		<p>Christianity Theme: Christmas Concept: Incarnation Key Question: What is the most significant part of the nativity story for Christians today?</p> <p>All children should be able to: I can design a symbol to tell you something about myself and explain it. I can explain what some of the symbols in the Christmas story mean to Christians. I can ask questions about something I find puzzling in the Christmas story.</p> <p>Most children will be able to: I can design a symbolic object to show the significance of Christmas or the Christmas holiday to me. I can describe one thing a Christian might learn about Jesus from a Christmas symbol. I can ask questions about what Christmas means to Christians and compare this with what it means to me.</p> <p>Some children will be able to:</p>		<p>Christianity Theme: Christmas Concept: Incarnation Key Question: Is the Christmas story true?</p> <p>All children should be able to: I can start to explain why people may see an event in different ways. I can describe what a Christian learns from the Christmas story. I can start to explain that true can mean different things relating to the Christmas story.</p> <p>Most children will be able to: I can start to explain how 'true' could mean different things to different people, and how stories can be 'true' in different ways. I can start to explain the Christian belief that Jesus was the Incarnation of God. I can start to express an opinion on whether the Christmas story is true and what this might mean to Christians.</p>		<p>Christianity Theme: Christmas Concept: Incarnation Key Question: Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?</p> <p>All children should be able to: I can talk about the variety of ways I celebrate different events or occasions and explain why I celebrate these in different ways. I can explain why Christmas is important to Christians. I can explain why Christians would find some celebrations remind them of Jesus' birth and life.</p> <p>Most children will be able to: I can start to explain how some of the ways I choose to celebrate are directly linked to the event I am celebrating, and how other ways are not. I can describe some of the ways that Christians would celebrate Christmas and start to understand which of these would help them understand who Jesus was and why he was born. I can explain that people may celebrate Christmas in different ways and say whether or not I feel this relates to Jesus.</p>	

RPS Progression of Knowledge and Skills

<p>I can explain why some people may describe something they see as a miracle when there may also be another explanation.</p> <p>I can explain two different ways Christians might interpret one of Jesus' healing miracles.</p> <p>I can explain how Christians may describe and explain Jesus' miracles.</p>		<p>I can explain the symbolism of the object I have designed and say how it expresses the significant part of Christmas or the Christmas holiday for me.</p> <p>I can start to explain which Christmas symbols tell Christians something about the incarnation (Jesus being God on earth).</p> <p>I can reflect on how I feel about Christian beliefs about Christmas and the Incarnation.</p>		<p>Some children will be able to:</p> <p>I can give my opinion on whether a favourite story is 'true' and explain why.</p> <p>I can identify different sources of the Christmas story and explain the meaning of Christmas to Christians (Incarnation).</p> <p>I can explain my own opinion on whether the Christmas story is true and say what Christians might think of my opinion.</p>		<p>Some children will be able to:</p> <p>I can identify when I am celebrating in a way that reflects the meaning of the event.</p> <p>I can explain how Christians use Christmas celebrations and traditions to remind themselves of Jesus' birth and life and can explain which activities do this.</p> <p>I can explain my own feelings on whether it is important to follow Christian beliefs in all Christmas celebrations.</p>	
Working at greater depth		Working at greater depth		Working at greater depth		Working at greater depth	
Working towards age expectations		Working towards age expectations		Working towards age expectations		Working towards age expectations	
<p>Christianity Theme: Jesus' Miracles Concept: Incarnation Key Question: Could Jesus heal people? Were these miracles or is there some other explanation?</p> <p>All children should be able to:</p> <p>I can explain that rescuing means helping a bad situation get better.</p> <p>I can say what some of these symbols represent e.g. cross: cross/bread/wine.</p> <p>I can ask questions about The Last Supper and Jesus' death.</p> <p>Most children will be able to:</p> <p>I can suggest how a person may rescue/help others who are in difficult situations.</p> <p>I can start to tell you why Christians believe Jesus' death is important.</p> <p>I can start to reflect on whether I agree with Christian beliefs about Jesus' death.</p> <p>Some children will be able to:</p>		<p>Buddhism Theme: The 8-fold path Key Question: Can the Buddha's teachings make the world a better place?</p> <p>All children should be able to:</p> <p>I can talk about some situations which are wonderful or problematic.</p> <p>I can recall one of the Buddha's stories and start to say what it means.</p> <p>I can start to relate this story to making the world a better place.</p> <p>Most children will be able to:</p> <p>I can suggest why there may be problems in the world and how people could help solve them.</p> <p>I can recall one of the Buddha's stories and start to explain what the Buddha was teaching through it.</p> <p>I can give an example of how Buddhists could learn from this and put the teaching into practice to make the world a better place.</p>		<p>Hinduism Theme: Hindu Beliefs Key Question: How can Brahman be everywhere and in everything?</p> <p>All children should be able to:</p> <p>can explain some of the different roles I play whilst still being me.</p> <p>I can describe what a Hindu might believe about one of the Hindu gods and start to understand that Brahman is in everything.</p> <p>I can recognise what I think about some Hindu beliefs about Brahman and gods, showing respect to Hindus.</p> <p>Most children will be able to:</p> <p>I can describe some of the characteristics that make me even when I am playing different roles.</p> <p>I can make links between Hindu beliefs regarding Brahman and gods with how they choose to live their lives, (assessed through Activity Sheet 2).</p>		<p>Christianity Theme: Beliefs and Meaning Concept: Salvation Key Question: Is anything ever eternal? All children should be able to:</p> <p>I can start to show an understanding of the concept of eternity.</p> <p>I can describe what a Christian might learn about life after death from a Bible story.</p> <p>I can ask important questions about eternity.</p> <p>Most children will be able to:</p> <p>I can express the feelings I have when I think about situations or things I would like to last forever.</p> <p>I can make links between different Christian beliefs and their views on whether anything is ever eternal.</p> <p>I can reflect on my own beliefs about whether anything is eternal.</p> <p>Some children will be able to:</p> <p>I can explain the difference it would make to me to know that something was eternal.</p> <p>I can explain why Christians believe some things are eternal and the difference this makes to them.</p>	

RPS Progression of Knowledge and Skills

<p>I can talk about people who are special to me because they have rescued me from difficult situations and/or shown me how I could help others.</p> <p>I can start to explain why Christians see Jesus' death as 'good'.</p> <p>I can reflect on whether I agree with Christian beliefs about why Jesus died and give my own thoughts/opinions.</p>		<p>Some children will be able to:</p> <p>I can start to consider the extent to which I can help make the world a better place.</p> <p>I can make links between one of the Buddha's stories and his teachings about what causes suffering.</p> <p>I can start to consider the extent to which the Buddha's teachings might help Buddhists make the world a better place.</p>		<p>I can express my understanding of how Brahman can/ cannot be in everything.</p> <p>Some children will be able to:</p> <p>I can explain how values and qualities such as kindness or friendship can be shown in different aspects of my life whichever role I am playing.</p> <p>I can start to explain how the Hindu belief that Brahman is everywhere and in everything influences Hindus in their daily lives. (assessed through Activity Sheet 2).</p> <p>I can give my own views on the Hindu belief in Brahman.</p>		<p>I can give my own answer to whether anything is eternal and give my reasons.</p>	
Working at greater depth		Working at greater depth		Working at greater depth		Working at greater depth	
Working towards age expectations		Working towards age expectations		Working towards age expectations		Working towards age expectations	

RPS Progression of Knowledge and Skills

<p>Christianity Theme: Easter - Forgiveness Concept: Salvation Key Question: What is 'good' about Good Friday?</p> <p>All children should be able to: I can explain that rescuing means helping a bad situation get better. I can say what some of these symbols represent e.g. cross: cross/bread/wine. I can ask questions about The Last Supper and Jesus' death.</p> <p>Most children will be able to: I can suggest how a person may rescue/help others who are in difficult situations. I can start to tell you why Christians believe Jesus' death is important. I can start to reflect on whether I agree with Christian beliefs about Jesus' death.</p> <p>Some children will be able to: I can talk about people who are special to me because they have rescued me from difficult situations and/or shown me how I could help others. I can start to explain why Christians see Jesus' death as 'good'.</p>	<p>Christianity Theme: Easter Concept: Salvation Key Question: Is forgiveness always possible for Christians?</p> <p>All children should be able to: I can talk about how easy it is to forgive some people some times, or how difficult it might be. I can recall a Christian story about forgiveness and say what it tells people about how to treat each other. I can talk about when a Christian may find it easy or difficult to forgive someone.</p> <p>Most children will be able to: I can talk about what sort of help I might need to show forgiveness. I can describe what a Christian might learn about forgiveness from a Biblical text. I can show an understanding of how Christians believe God can help them show forgiveness.</p> <p>Some children will be able to: I can give my opinion as to why showing forgiveness may be important. I can explain how Christians might try to put into practice Jesus' teachings about forgiveness. I can give examples of when Jesus showed forgiveness and explain why I think He asked people to follow His example.</p>	<p>Christianity Theme: Easter Concept: Salvation Key Question: How significant is it for Christians to believe God intended Jesus to die?</p> <p>All children should be able to: I can start to consider the goals and purpose I would like for my life. I can say how some events in Holy Week tell Christians about Jesus' purpose/destiny. I can consider important questions about whether Jesus knew He was going to be crucified.</p> <p>Most children will be able to: I can give an example of someone with a strong sense of purpose for their life and give my opinions on this. I can start to explain whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week. I can start to express my opinion about Jesus' crucifixion being his destiny/purpose.</p> <p>Some children will be able to:</p>	<p>Christianity Theme: Easter Concept: Gospel Key Question: Is Christianity still a strong religion 2000 years after Jesus was on Earth?</p> <p>All children should be able to: I can describe how people have influenced me in different ways and say why I think this happened. I can describe one way that Christianity seems to be a strong religion today. I can start to consider whether I think Christianity is a strong religion now</p> <p>Most children will be able to: I can explain how the influence people have had on me has affected what I see as important. I can explain how one of the reasons people use to suggest that Christianity is a strong religion today can be counteracted. I can give my opinion as to whether Christianity is a strong religion now and say why I think this.</p> <p>Some children will be able to: I can explain how I would like to be a positive influence on others. I can explain a range of arguments to suggest Christianity is a strong religion today and also give you the opposing arguments. I can express my opinion as to whether Christianity is a strong religion now giving reasoned arguments.</p>
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RPS Progression of Knowledge and Skills

I can reflect on whether I agree with Christian beliefs about why Jesus died and give my own thoughts/opinions.				<p>I can start to show an understanding of the difference between purpose and destiny.</p> <p>I can consider whether God intended Jesus to be crucified or whether Jesus' crucifixion was the consequence of events during Holy Week and find supporting evidence.</p> <p>I can give my opinion about the importance for Christians of Jesus' death being part of God's plan.</p>			
Working above the expected level.		Working above the expected level.		Working above the expected level.		Working above the expected level.	
Working towards age expectations		Working towards age expectations		Working towards age expectations		Working towards age expectations	

RPS Progression of Knowledge and Skills

<p>Theme: Prayer and Worship</p> <p>Key Question: What is the best way for a Sikh to show commitment to God?</p> <p>All children should be able to: I can talk about different ways that I show commitment. I can talk about some ways Sikhs show commitment to God. I can show an understanding that Sikhs choose different levels/types of commitment and that's OK.</p> <p>Most children will be able to: I can start to evaluate the ways I show more or less commitment and can talk about when showing commitment may be difficult for me. I can describe some of the ways Sikhs show commitment to God, using correct language and vocabulary. I can start to evaluate which ways may show more or less commitment to God for Sikhs.</p> <p>Some children will be able to: I can explain that there are many different ways I can show commitment to people or to my goals and can show an understanding that I may have different levels of commitment to different things. I can explain how Sikhs have a range of ways to show commitment to God and understand that some of these will be more significant to some Sikhs than others. I can start to express my own opinion about which ways may express more commitment than others for Sikhs.</p>	<p>Buddhism</p> <p>Theme: The 8-fold path</p> <p>Key Question: What is the best way for a Buddhist to lead a good life?</p> <p>All children should be able to: I can explain why I make some choices and say why I think some of these are 'good' choices. I can tell you some of the teachings of the 8-fold path and start to say what they mean to Buddhists. I can give simple reasoning as to why the teaching of the 8-fold path might be helpful to Buddhists trying to make good choices.</p> <p>Most children will be able to: I can describe one of my 'good' choices and the consequence of it. I can also explain the consequences of making a different choice. I can describe how aspects of the 8-fold path would help Buddhists know how to live good lives. I can start to tell you why some aspects of the 8-fold path might be hard for some Buddhists to stick to.</p> <p>Some children will be able to: I can start to identify the values and reasons that guide me to make my decisions. I can make links between the Buddha's teachings about causing no harm and the 8-fold path and can explain what the world might look like if many people tried to do this. I can start to think about which aspects of the 8-fold path might be the hardest to stick to if I as trying to make good choices and which aspect might be the most important to Buddhists.</p>	<p>Hinduism</p> <p>Theme: Beliefs and moral values</p> <p>Key Question: Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?</p> <p>All children should be able to: I can express why showing commitment to something may be a good thing. I can describe some of the ways that Sikhs choose to show commitment to God and am starting to understand that they may do this in different ways. I can start to show I understand that Sikhs make choices about how they show commitment to God.</p> <p>Most children will be able to: I can show an understanding of why people show commitment in different ways. I can describe how different practices enable Sikhs to show their commitment to God and understand that some of these will be more significant to some Sikhs than others. I can start to express what I think about the best way a Sikh could show commitment to God.</p> <p>Some children will be able to: I can explain why one way of showing commitment may not be better than another. I can explain why it is important to Sikhs to show their commitment to God and can describe different ways they choose to do this. I can give my opinion on what I think Sikhs should do to show commitment to God and explain why.</p>	<p>Islam</p> <p>Theme: Beliefs and moral values</p> <p>Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives?</p> <p>All children should be able to: I can explain how knowing that my actions have consequences makes a difference to the choices I make. I can describe some of the ways that Muslims try to lead lives respectful to God and start to say why this is important to them. I can identify why leading a good life might be a good idea and why people think this.</p> <p>Most children will be able to: I can give examples of times my choices have been influenced and may have changed when I considered the consequences that might follow. I can explain how believing in Akhirah influences Muslims to do their best to lead good lives. I can recognise what motivates or influences me to lead a good life and compare it with what motivates and influences Muslims.</p> <p>Some children will be able to: I can start to explain how my beliefs about right and wrong, actions and consequences make a difference to the choices I make. I can explain how the belief in Akhirah influences Muslim decisions and choices as to how to behave towards God and other people. I can ask questions about life after death and explore how what I believe about this might influence my life.</p>
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RPS Progression of Knowledge and Skills

Working above the expected level.		Working above the expected level.		Working above the expected level.		Working above the expected level.	
Working below the expected level		Working below the expected level		Working below the expected level		Working below the expected level	
Sikhism Theme: Prayer and Worship Key Question: What is the best way for a Sikh to show commitment to God? All children should be able to: I can talk about different ways that I show commitment. I can talk about some ways Sikhs show commitment to God. I can show an understanding that Sikhs choose different levels/types of commitment and that's OK. Most children will be able to: I can start to evaluate the ways I show more or less commitment and can talk about when showing commitment may be difficult for me. I can describe some of the ways Sikhs show commitment to God, using correct language and vocabulary. I can start to evaluate which ways may show more or less commitment to God for Sikhs. Some children will be able to: I can explain that there are many different ways I can show commitment to people or to my goals and can show an understanding that I may have different levels of commitment to different things. I can explain how Sikhs have a range of ways to show commitment to God and understand that some of these will be		Christianity Theme: Prayer and Worship Key Question: Do people need to go to church to show they are Christians? All children should be able to: I can discuss my special place, tell you why it is special and how I feel when I am there. I can talk about some of the things that are important to Christians during worship and explain some of the symbolism, e.g. bread and wine in Holy Communion. I can respectfully question whether Christians need churches. Most children will be able to: I can explain some of the feelings my special place gives me and suggest why that is. I can describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism. I can start to understand the impact a Christian's special place has on him/her. Some children will be able to: I can reflect on a range of special places and identify why they have the impact on me that they do. I can describe some ways that Christians can show their beliefs and recognise that some may choose to show their faith publicly and others may keep this more		Christianity Theme: Beliefs and Practices Key Question: What is the best way for a Christian to show commitment to God? All children should be able to: I can express why showing commitment to something may be a good thing. I can describe some of the ways that Christians choose to show commitment to God and am starting to understand that they may do this in different ways. I can start to understand there are different degrees of commitment and that's up to individual Christians. Most children will be able to: I can show an understanding of why people show commitment in different ways. I can describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others. I can explain why I think some ways of showing commitment to God would be better than others for Christians. Some children will be able to: I can explain why one way of showing commitment may not be better than another.		Islam Theme: Beliefs and moral values Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives? All children should be able to: I can explain how sometimes people see/interpret things in different ways. I can explain how Muslims try to make an effort to lead good lives, and how sometimes this leads to fighting/Holy War. I can start to express my opinion on how Jihad is interpreted by some Muslims. Most children will be able to: I can give examples of times when I misinterpreted something. I can explain two different Muslim interpretations of Jihad. I can recognise what motivates me or influences me to lead a good life and compare it with what motivates and influences Muslims. Some children will be able to: I can start to explain how my beliefs about right and wrong make a difference to how I see things. I can explain two different Muslim interpretations of Jihad and explore their justifications for these. I can explore my own and other people's attitudes towards interpretations of Jihad and recognise and challenge stereotyping.	

RPS Progression of Knowledge and Skills

<p>more significant to some Sikhs than others.</p> <p>I can start to express my own opinion about which ways may express more commitment than others for Sikhs.</p>		<p>private so some may need churches more than others.</p> <p>I can say why I think the church may or may not be important to Christians.</p>		<p>I can explain why it is important to Christians to show their commitment to God and can describe different ways they choose to do this.</p> <p>I can explain that individuals choose to show different degrees of commitment to their religion and can relate this to commitments I make in my life.</p>			
Working above the expected level		Working above the expected level		Working above the expected level		Working above the expected level	
Working below the expected level		Working below the expected level		Working below the expected level		Working below the expected level	