

## Brough Primary School – Progression in R.E. Skills KS2



(See separate file for assessment opportunities).

Objectives from East Riding R.E. Syllabus 2016	Phase 3 Years 3 and 4	Phase 4 Years 5 and 6
3.1 and 5.1	<p style="text-align: center;">3.1</p> <p>This unit builds on work from <u>KS1 Unit 1.3: Worship and festivals</u> and provides opportunity to explore remembrance in the context of some major faith festivals; include Remembrance Day and festivals of remembrance (religious and secular).</p> <ol style="list-style-type: none"> <li>1. compare the experiences of different people participating in a religious festival or celebration</li> <li>2. describe the ways in which people of faith have demonstrated forgiveness and reconciliation</li> <li>3. explain how personal symbols and artefacts relate to religious beliefs               <ul style="list-style-type: none"> <li>● consider the positive aspects of participating in religious celebrations</li> <li>● recognise situations where they need to forgive or be forgiven and ways they might enable this to happen</li> </ul> </li> </ol>	<p style="text-align: center;">5.1</p> <p>The unit builds on <u>Unit 4.1: Belief in the Community</u></p> <ol style="list-style-type: none"> <li>1. explain how artefacts and symbols express the beliefs of two different faith members</li> <li>2. show understanding of the way participating in a festival may impact on the life of a faith member</li> <li>3. investigate the impact of religious beliefs, values and rules on the life of a believer               <ul style="list-style-type: none"> <li>● be creative in showing how believers may express themselves through symbols and artefacts</li> <li>● reflect and share how religious celebrations have an impact on the community</li> <li>● explain the challenges that believers face when following religious beliefs, values and rule</li> </ul> </li> </ol>

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	<ul style="list-style-type: none"> <li>consider why personal artefacts are meaningful</li> </ul>	
<b>4.1 and 6.1</b>	<p style="text-align: center;">4.1</p> <p>This unit builds upon work covered in <u>Unit 1.1: Looking at me, looking at you</u> about birth rituals, and <u>Unit 3.2: Faith founders</u> about faith teachings; it provides opportunity to study a local faith community in depth and explore patterns in our lives, contrasting them with those who share a religious faith.</p> <ol style="list-style-type: none"> <li>Explore religious stories that identify how believers are expected to behave</li> <li>Explain the significance and use of symbols and artefacts in rites of passage <ul style="list-style-type: none"> <li>consider how they are expected to behave and where these rules come from</li> <li>compare the symbolism associated with rites of passage in three faiths</li> </ul> </li> </ol>	<p style="text-align: center;">6.1</p> <p>This unit has strong links with citizenship and personal and spiritual development</p> <ol style="list-style-type: none"> <li>Describe what freedom means to people of faith</li> <li>Show understanding of the beliefs and feelings of faith members who have experienced injustice</li> <li>Identify the impact of a religious teaching such as forgiveness on a believer's actions</li> <li>Identify the impact that reconciliation has on community harmony <ul style="list-style-type: none"> <li>explain what freedom means to them</li> <li>share experiences of injustice and explain their hopes and dreams for a just world</li> <li>give examples of conflicts that have been resolved within the family, school or community</li> <li>appreciate the power of forgiveness and reconciliation in the world</li> </ul> </li> </ol>
<b>3.2 and 5.2</b>	<p style="text-align: center;">3.2</p> <ol style="list-style-type: none"> <li>Identify key events in the lives of a faith founders</li> <li>Give examples of the teaching of a faith founder</li> </ol>	<p style="text-align: center;">5.2</p> <p>Faith in Action' builds on <u>Unit 4.2: Saints and heroes</u>, exploring various aspects of making a commitment, seeking out the religious commitment</p>

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	<p>3. Give examples of beliefs and values from different faiths and consider how they influence rules for living</p> <ul style="list-style-type: none"> <li>● Reflect on the impact of the faith founders on those around them</li> <li>● express thoughts and feelings about why the teaching of a faith founder influences follower</li> <li>● consider the beliefs, values and rules in their lives which may be similar to religious rules</li> </ul>	<p>that often goes hand in hand with the admission of belief.</p> <ol style="list-style-type: none"> <li>1. Investigate the work of a religious charity</li> <li>2. Explore the values that motivate people of faith to respond to a cause</li> <li>3. Investigate how significant religious people are inspired</li> <li>4. Explain why significant people of faith acted according to their commitments</li> </ol> <ul style="list-style-type: none"> <li>● say why they think religions do charitable work</li> <li>● give reasons why people may choose to make sacrifices to improve the lives of others</li> <li>● reflect on what influences religious people</li> <li>● explain how people are inspired by actions of significant people of faith</li> </ul>
<p><b>4.2 and 6.2</b></p>	<p style="text-align: center;">4.2</p> <p>There are opportunities to link with aspects of history and citizenship and to build upon work in <u>Unit 2.1: Belonging</u>.</p> <ol style="list-style-type: none"> <li>1. Describe the effect of life-changing events on the commitment of significant people of faith</li> <li>2. Describe the teachings of significant religious people, identifying some similarities and differences</li> </ol> <ul style="list-style-type: none"> <li>● share ideas as to how the lives of significant people of faith have affected the lives of others</li> </ul>	<p style="text-align: center;">6.2</p> <p>This unit builds on previous learning in <u>Unit 4.1: Community</u>. It offers a focus on rites of passage in the lives of faith members including an opportunity to explore death and bereavement and some of the ways in which these events impact not just on the individual but also on families and the wider community.</p>

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	<ul style="list-style-type: none"> <li>reflect on the teachings of significant religious people and how these teachings impact on society</li> </ul>	<ol style="list-style-type: none"> <li>Show how forms of worship are expressions of belief</li> <li>Show how the milestones of life give a sense of identity and belonging for faith members             <ul style="list-style-type: none"> <li>express thoughts about the importance of worship for faith members</li> </ul> </li> <li>discuss the impact of rites of passage on faith members, their family and community</li> </ol>
<b>3.3 and 5.3</b>	<p style="text-align: center;">3.3</p> <p>Build on work in <u>Unit 1.3: Worship and festivals</u> and provide opportunities to observe worship in more than one faith, focusing on its significance for faith members.</p> <ol style="list-style-type: none"> <li>Describe some different ways people communicate with their God</li> <li>Describe the uses of sacred places, symbols and artefacts by believers and the community</li> <li>Compare activities at different places of worship             <ul style="list-style-type: none"> <li>consider the meaning of different forms of religious worship</li> <li>share thoughts and feelings about sacred spaces and their use</li> <li>explain how activities at local places of worship create a sense of community</li> </ul> </li> </ol>	<p style="text-align: center;">5.3</p> <p>Pilgrimage builds upon the understanding of 'journey to explore personal responses to pilgrimage, exploring local and global pilgrimage sites for different faiths.</p> <ol style="list-style-type: none"> <li>Compare key places of pilgrimage and identify why a faith member might go there</li> <li>Describe and show understanding of actions carried out by a pilgrim before, during and after pilgrimage</li> <li>Show understanding of what is sacred for believers in religious places             <ul style="list-style-type: none"> <li>reflect on the reasons a faith member may make a special journey</li> <li>suggest ideas about the meaning of pilgrimage to a believer and the impact on their life</li> </ul> </li> </ol>

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		<ul style="list-style-type: none"> <li>• explain the impact of a sacred place on believers</li> </ul>
<p><b>4.3 and 6.3</b></p>	<p style="text-align: center;">4.3</p> <p>The unit builds upon understanding and appreciation of the natural world which was fostered in <u>Unit 1.3: Caring for our world</u> at KS1.</p> <ol style="list-style-type: none"> <li>1. Compare different faith beliefs about how the universe began</li> <li>2. Give reasons why people of faith have a sense of awe and wonder about the Earth</li> <li>3. Explore religious teachings to see how faith members should care for the Earth</li> <li>4. Investigate how faith members show care for the environment</li> <li>5. Investigate how faith members show care for the environment</li> </ol> <ul style="list-style-type: none"> <li>• express thoughts and beliefs about how the universe began</li> <li>• share feelings about the sense of awe and wonder in the natural world</li> <li>• share thoughts on how and why religions treat the world with respect</li> <li>• show understanding of stewardship and suggest actions everyone can take</li> </ul>	<p style="text-align: center;">6.3</p> <p>This unit builds on work from <u>Unit 3.2: Faith Founders</u> where pupils will have explored some key teachings of faith founders, and follows on directly from <u>6.2: Living a faith</u>.</p> <ol style="list-style-type: none"> <li>1. Explain the significance of the key teachings of faith founders for faith members</li> <li>2. Identify what makes some questions ultimate</li> <li>3. Offer answers to an ultimate question from different faith perspectives</li> </ol> <ul style="list-style-type: none"> <li>• consider how key teachings may impact on faith members and the community</li> <li>• suggest answers to some ultimate questions</li> <li>• compare their responses to an ultimate question with that of a faith member, respecting all viewpoints</li> </ul>