



**Warren Wood  
Progression Grid**



**RE Skills and Knowledge – Year 6**

Expected by the End of LKS2 in line with the Stockport Agreed Syllabus

<b>RE Skills and Knowledge – Year 6</b> Expected by the End of LKS2 in line with the Stockport Agreed Syllabus	
<b>What do religions say to us when life gets hard? (Christians, Hindus, Jewish, Non-religious people)</b>	<b>What can be done to reduce racism? Can religion help? (Christians, Muslim, Jewish)</b>
<ul style="list-style-type: none"> <li>Express ideas about how and why religion can help believers when times are hard, giving examples.</li> <li>Outline Christian, Hindu and / or non-religious beliefs about life after death.</li> <li>Explain some similarities and differences between beliefs about life after death.</li> <li>Explain some reasons why Christians and Humanists have different ideas about an afterlife.</li> </ul>	<ul style="list-style-type: none"> <li>Describe simply two examples of racism, describing what is unfair or unjust in each case</li> <li>Discuss how some teachings from sacred texts talk about justice.</li> <li>Give an example of a time when religious people could have done more to reduce racism</li> <li>Understand the challenges racism presents to human communities and consider different religious responses.</li> <li>Discuss their own and others' ideas about reducing racism and prejudice, informed by rich knowledge of case studies.</li> </ul>
<b>What matters most to Christians and Humanists? (part 2)</b>	<b>What does it mean to be a Muslim in Britain today? (part 2)</b>
<ul style="list-style-type: none"> <li>Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples.</li> <li>Describe what it means to be a Humanist.</li> <li>Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view.</li> <li>Describe some Christian and Humanist values simply.</li> <li>Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied.</li> </ul>	<ul style="list-style-type: none"> <li>Deploy a rich knowledge of the 5 Pillars to make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad</li> <li>Describe and reflect on the significance of the Holy Qur'an to Muslims.</li> <li>Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils.</li> <li>Make connections between the key functions of the mosque and the beliefs of Muslims</li> </ul>
<b>Is it better to express your beliefs in arts and architecture or in charity and generosity? (Christians, Muslims and Non religions - Humanists)</b>	
<ul style="list-style-type: none"> <li>Consider, discuss and weigh up different views about why different holy buildings are important.</li> <li>Consider, discuss and weigh up different views about why religious art is important.</li> <li>Suggest reasons, quoting religious sources, why Muslims consider charity and generosity important</li> <li>Notice, list and explain similarities and differences between different sacred buildings.</li> <li>Suggest reasons why some believers see generosity and charity as more important than buildings and art.</li> <li>Apply ideas about values and from scriptures to the title question.</li> <li>Suggest reasons why some people may be critical of religious art / architecture, and why some would defend it as important.</li> </ul>	



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