

**Scholar Green Primary School**  
**Year 6 R.E. Progression Model**

Knowledge	Skills	Vocabulary
<p><b><u>Christianity</u></b></p> <ul style="list-style-type: none"> <li>• To understand about the ‘Father, Son and Holy Spirit’ (Trinity) in the Christian view of God.</li> <li>• To understand why Christians say Jesus is the ‘Son of God’; the ‘Christ’ and both ‘God and man’.</li> <li>• To understand what the Old Testament prophecies are.</li> <li>• To know the ways that Christians believe God is with them.</li> </ul> <p><b><u>Islam</u></b></p> <ul style="list-style-type: none"> <li>• To understand that Muslims believe the Prophets who came before Muhammad (pbuh).</li> <li>• To understand how Muslims believe that Muhammad (pbuh) is the last and final prophet.</li> <li>• Understand Muslims believe that to have ‘inner peace with God’ humans must follow and submit to Allah’s guidance and will.</li> </ul>	<p><b><u>Christianity</u></b></p> <ul style="list-style-type: none"> <li>• Explain the roles of ‘Father, Son and Holy Spirit’ (Trinity) in the Christian view of God.</li> <li>• Describe why Christians say Jesus is the ‘Son of God’; the ‘Christ’ and both ‘God and man’.</li> <li>• Identify ways in which Christians believe the Old Testament prophecies speak about Jesus.</li> <li>• Identify ways that Christians believe God is with them: prayer; worship; peace in hard times.</li> </ul> <p><b><u>Islam</u></b></p> <ul style="list-style-type: none"> <li>• Identify and understand that Muslims believe the Prophets who came before Muhammad (pbuh) all taught the same message.</li> <li>• Explain how Muslims believe that Muhammad (pbuh) is the last and final prophet.</li> <li>• Explain that Muslims believe that to have ‘inner peace with God’ humans</li> </ul>	<p>As in previous year and</p> <p><b><u>Christianity</u></b></p> <ul style="list-style-type: none"> <li>• Father</li> <li>• Son</li> <li>• Holy Spirit</li> <li>• Trinity</li> <li>• ‘Son of God’</li> <li>• ‘God and man’</li> <li>• Old Testament prophecies</li> <li>• Prayer</li> <li>• Worship</li> </ul> <p><b><u>Islam</u></b></p> <ul style="list-style-type: none"> <li>• The Prophets</li> <li>• ‘inner peace with God’</li> <li>• Devotion</li> <li>• Mosque</li> </ul>

<ul style="list-style-type: none"> <li>• To understand ways in which Muslim worship shows devotion to Allah making reference to life at home and in the mosque.</li> <li>• To know what the Qur'an is.</li> <li>• To understand how the main features of a mosque explain Muslim key beliefs.</li> </ul> <p><b><u>Hinduism</u></b></p> <ul style="list-style-type: none"> <li>• To know the key Hindu symbols and their meaning, e.g. Aum, Swastika.</li> <li>• To understand the Hindu ways of understanding family with other religious/non-religious views about family.</li> <li>• To understand the meaning of 'Karma and how actions have consequences'.</li> </ul> <p><b><u>Cross Religious / Non-Religious Viewpoints</u></b></p> <ul style="list-style-type: none"> <li>• To know the key Christian, Hindu and Muslim beliefs about God and be able to make links between them. To understand</li> </ul>	<p>must follow and submit to Allah's guidance and will.</p> <ul style="list-style-type: none"> <li>• Describe three ways in which Muslim worship shows devotion to Allah making reference to life at home and in the mosque.</li> <li>• Explain why the Qur'an is so important to Muslims.</li> <li>• Analyse how the main features of a mosque explain Muslim key beliefs.</li> </ul> <p><b><u>Hinduism</u></b></p> <ul style="list-style-type: none"> <li>• Identify key Hindu symbols and explain their meaning, e.g. Aum, Swastika.</li> <li>• Compare and contrast Hindu ways of understanding family with other religious/non-religious views about family</li> <li>• Explain the Hindu idea of 'Karma and how actions have consequences'. Compare and contrast with similar values found in other religious/non-religious viewpoints studied.</li> </ul> <p><b><u>Cross Religious / Non-Religious Viewpoints</u></b></p> <ul style="list-style-type: none"> <li>• Outline, compare and contrast key Christian, Hindu and Muslim beliefs about God and make links to other</li> </ul>	<p><b><u>Hinduism</u></b></p> <ul style="list-style-type: none"> <li>• Hindu Symbols, e.g. Aum, Swastika</li> <li>• Karma</li> <li>• Actions and Consequences</li> </ul> <p><b><u>Cross Religious / Non-Religious Viewpoints</u></b></p> <ul style="list-style-type: none"> <li>• Perspectives</li> <li>• Viewpoints</li> </ul>
---	---	---

<p>some of the reasons why people believe and don't believe in God.</p> <ul style="list-style-type: none"> <li>• To understand Christians/Hindu/Muslim pilgrimages.</li> <li>• To understand what can motivate people of a religious faith (e.g. Christian, Hindu and Muslim) and non-religious belief to work together to impact UK society &amp; the wider world through environmental and global charities, e.g. Islamic Aid, Christian Aid.</li> <li>• To understand how to gather, select, organise or refine questions and ideas about religion/non-religious viewpoints.</li> <li>• Understand the lines of enquiry to enable investigation into religious/non-religious viewpoints.</li> </ul>	<p>perspectives and viewpoints. Identify some of the reasons people believe/don't believe in God.</p> <ul style="list-style-type: none"> <li>• Compare and contrast Christians/Hindu/Muslim pilgrimages and reflect on how they affect believers.</li> <li>• Compare &amp; contrast what motivates people of a religious faith (eg Christian, Hindu and Muslim) and a non-religious belief to work together to impact UK society &amp; the wider world through environmental and global charities, eg Islamic Aid, Christian Aid.</li> <li>• Investigate by gathering, selecting, organising or refining questions and ideas about religion/non-religious viewpoints.</li> <li>• Suggest lines of enquiry and plan investigations into religious/non-religious viewpoints.</li> </ul>	<ul style="list-style-type: none"> <li>• Pilgrimage</li> <li>• Society</li> <li>• Global charity</li> <li>• Gather</li> <li>• Select</li> <li>• Understand</li> <li>• Refine</li> <li>• Viewpoints</li> </ul>
--	---	---