

**Excalibur's end of Lower Key Stage Two (Yr3/4) RE Progression 2018**

Essential Content	I can ...
Christianity	<ul style="list-style-type: none"> <li>• Explain Christians see God as 'three in one', (Father, Son and Holy Spirit known as the Trinity).</li> <li>• Explain what Christians can learn about Jesus from the nativity stories, ie 'God with us 'Emmanuel'.</li> <li>• Describe and suggest reasons why Christians call Jesus 'Saviour' using references from key texts studied, eg Creation; The Fall, Christmas; The Story of Zacchaeus &amp; Easter.</li> <li>• Explain with reference to the creative arts how God has a salvation plan for humans.</li> <li>• Explain how the bible is used in the local church by Christians for guidance, devotion &amp; inspiration.</li> <li>• Compare &amp; contrast 'infant' and 'believer's baptism', suggesting why they are important to Christians.</li> <li>• Describe and explain how Christians live their life as disciples. Make a link between: New Testament Bible stories/teaching; examples from local/global church communities and church worship. (Include references to Bible teaching, eg the two most important commandments, love &amp; forgiveness stories, 'The Parable of the Good Samaritan', 'The Parable of the Prodigal Son', 'The Parable of the Sower', 'The Lord's Prayer').</li> </ul>
Judasim	<ul style="list-style-type: none"> <li>• Describe three key ways in which Jews celebrate. Explain why at least one festival is important, eg Passover; Yom Kippur or Rosh Hashanah.</li> <li>• Explain the key events in a Jew's life (eg Bat/Bar Mitzvah) and suggest why they are important to Jews.</li> <li>• Explain at least 2 key aspects of the 'covenant' God made with the Jews making reference to key texts eg Abraham.</li> <li>• Describe and explain why the Torah is important to Jews, eg given by God to Jews through Moses. Identify ways in which the Jews show respect for the Torah.</li> </ul>
Islam	<ul style="list-style-type: none"> <li>• Explain how Muslims describe Allah, eg using 99 names.</li> <li>• Know all Muslims believe Muhammad (pbuh) to be a 'messenger of 'God', (Prophet of God).</li> <li>• Recall five key facts about the story of the 'Night of Power' Muhammad's (pbuh) first revelation. For example, Muhammad (pbuh) received messages from God; He told everyone that he was speaking words God gave him; people wrote them down exactly; the words later became the Qur'an and afterwards Muhammad (pbuh) became known to all Muslims as the 'Prophet of God'.</li> <li>• Recognise a Qur'an and identify it with Islam. Explain how and why Muslims treat it with respect and believe it to be the exact words of 'Allah' (God).</li> <li>• Make a link between two Muslim artefacts (e.g. Qur'an stand and Prayer mat); fasting during Ramadan and the celebration of Id-ul-Fitr.</li> <li>• Explain how Muslims organisations help people in need.</li> </ul>

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<p><b>Cross Religious/Non-Religious Viewpoints</b></p>	<ul style="list-style-type: none"><li>• Explain how Jews, Muslims &amp; Christians welcome babies, suggesting differences &amp; similarities between them. Compare &amp; contrast non-religious ceremonies.</li><li>• Explain why the 10 commandments are important to both Jews &amp; Christians. Link ideas to other sacred texts/non-religious teachings.</li><li>• Describe what Christians &amp; Jews can learn about God from Old Testament stories: eg 'Moses and the escape from Egypt' showing God as sustainer. 'Joseph' showing God as guide &amp; protector.</li><li>• Compare and contrast the Christian Jewish &amp; Muslim ideas of God linking their ideas in with other secular views &amp; perspectives</li><li>• Ask simple questions about the decisions people make and suggest what might happen as a result of different decisions. Make simple connections between questions, beliefs and answers.</li><li>• Raise relevant questions in response to material studied and suggest answers using reasons to support their views. Make reflective links between own experiences &amp; material studied.</li></ul>
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