**Progression of skills: Discovery RE Judaism Y3 and 4**

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| Key Question | How special is the relationship Jews have with God? |
| Learning outcomes  **Working towards** | * I can explain why agreements are important and why they should be kept * I can tell a Jewish story and say something Jewish people believe * I can start to explain the significance of an aspect of Jews’ relationship with God |
| Learning outcomes  **Expected** | * I can give examples of agreements and contracts and explain how I would feel if one was broken. I can tell you an affirmation/ promise I would like to make * I can start to explain what makes Jewish people believe they have a special relationship with God * I can tell you some of the ways Jewish people express their special relationship with God and start to understand how that might feel |
| Learning outcomes  **Working beyond** | * I can explain that a promise can be an agreement or an affirmation and can give examples of these. I can tell you an affirmation I would like to make and explain why * I can make links between the Abraham and Moses stories and the Jewish belief that they are in a special relationship with God * I can start to relate to how Jews feel about their special relationship with God |
| Support |  |
| More Able |  |

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| Key question: | How important is it for Jewish people to do what God asks them to do? |
| Learning outcomes  **Working towards** | * I can discuss why I would choose to follow instruction not to eat certain foods * I can tell you about some of the things Jews can and can’t eat if they keep Kosher * I can ask questions about aspects of the Seder meal or Kashrut laws to find out why they are important. |
| Learning outcomes  **Expected** | * I can discuss why I would choose to follow an instruction not to eat certain foods, who I would listen to and why * I can describe some of the things Jews do to show respect to God * I can start to identify how it would feel to keep Kashrut |
| Learning outcomes  **Working beyond** | * I can explain how I might feel if I were not allowed to eat certain foods. I can also explain why I may choose to eat or not eat certain foods * I can identify and describe some of the ways Jews try to do as God asks and start to explain why they feel it is important to do so * I can give you my opinion as to whether these ways are important to Jews |
| Support |  |
| More Able |  |

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| Key Question: | What is the best way for a Jew to show commitment to God? |
| Learning outcomes  **Working towards** | WT1) I can explain why I could do certain things at certain ages. I can tell you what I am most committed to in my life  WT2) I can describe one of the ways Jews show commitment to God  WT3) I can talk about something that is important to Jews and can express understanding as to how it might feel to do this if I were Jewish. |
| Learning outcomes  **Expected** | E1) I can explain why I think some things need to wait until you are a certain age. I can give you examples of things I am committed to and explain which ones are more or less important to me  E2) I can describe some of the ways that Jews choose to show commitment to God and am starting to understand that they do this in different ways.  E3) I can express an opinion on which ways I think might be the best ways for Jews to show their commitments to God and start to give reasons. |
| Learning outcomes  **Working beyond** | WB1) I can discuss a range of things I am committed to and rank them in priority order. I can explain how I show commitment to these things.  WB2) I can describe how different practices enable Jews to show their commitment to God and understand that some of these will be more significant to some Jews than others  WB3) I can start to explain which ways might be the best ways for Jews to show their commitment to God and offer a reason. |
| Support |  |
| More Able |  |