

Skills Progression: Religion and World Views (RAW)

To be read in alongside the Agreed RE Syllabus for Hampshire

Skills	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Topics	No Autumn 1 Celebration -Celebrating birthdays Storytelling -Stories Jesus Told Celebration -Celebrating new life Remembering-Shabbat Special -Special Clothes (things)	Thanking-Harvest and Sukkot Journey's end -Nativity journeys Remembering-Passover Welcoming -Palm Sunday Authority -Key events in Jesus' life Special-Special places	Special-Special books Light as a symbol -Advent & Hanukkah (+ Diwali H) Change -People Jesus met Sadness to happiness -Easter story Story -from the 6 major religions God	Message -Jesus' teachings & message Angels Good and evil-Holi Suffering -Key events of Holy Week Sacred place -Places of worship Protection -Raksha Bandhan	Temptation -Making choices Holy -Mary, mother of God Myth Ritual -Paschal candle Devotion-Hindu worship Symbol -Stones as symbol	Belonging-Shahada and salat Interpretation - Christmas (the two birth narratives) Stewardship -Creation Justice -Stories of justice Sacred place -Places of worship Umma -Hajj and zakat	Laws -Jesus the law breaker Prophecy -The Magi Ritual -Wudu and Eid-ul-Fitr Resurrection -The empty cross Ceremony -Death ceremonies Peace -Revelation of the Qur'an, sawm and Ramadan
Communicate	Children can begin to talk about their experiences of the concepts explored.	Children can talk about their own responses to their experiences of the concepts explored.	Children can describe in simple terms their responses to their experiences of the concepts studied.	Children can describe their own response to an experience based on a concept studied	Children can describe their own responses to the human experience of the concepts studied.	Children can explain their own experience in response to concepts explored.	Children and young people can explain their own response to the human experience of the concepts explored.
Apply	They can recognise special times and events in their own lives.	They can identify how their responses relate to events in their own lives.	They can identify simple examples of how their responses relate to their own lives and those of others.	They can describe examples of how their responses can be applied to others.	They can describe examples of how their responses are, or can be, applied in their own lives and the lives of others.	They can explain example of concepts and how they can be applied to the life of others.	They can explain examples of how their responses to the concepts can be applied in their own lives and the lives of others.
Enquire	They can begin to talk similarities and differences in relation to themselves and others within the key concept.	They can identify and talk about key concepts explored that are common to all people (Group A concepts).	They can describe in simple terms key concepts explored that are common to all people (A concepts) and identify and talk about concepts that are common to many religions (B concepts).	They can describe key concepts which apply to all people and some related to people living religious lives (A and B concepts)	They can describe key concepts that are common to all people as well as those that are common to the lives of many living a religious life (A and B concepts).	They can explain key concepts that are common to all people as well as those that are common to the lives of many living a religious life (A and B concepts). They can also describe some concepts related to a specific religious study (C concepts)	Children and young people can explain key concepts that are common to all people (A concepts) as well as those that are common to many religions (B concepts) and they can describe some key concepts that are particular to the specific religions studied (C concepts).
Contextualise	They are beginning to recognise that the concept is expressed in the way of life of the people studied.	They can recognise that the concept is expressed in the way of life of the people studied.	They can simply describe ways in which these concepts are expressed in the context of the ways of life of people living a religious life in the religion studied.	They can describe the ways in which concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied.	They can describe how these concepts are contextualised within some of the beliefs and/or practices and/or ways of life of people living a religious life in the religion studied.	They can explain how these concepts are contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religions studied.	They can explain how these concepts are contextualised within the beliefs and/or practices and/or the ways of life of people living a religious life in the religions studied.
Evaluate	They are beginning to evaluate human experience of the concept by talking about it in simple terms.	They can evaluate human experience of the concept by talking about it in simple terms and its importance to people living a religious life, and by identifying an issue raised.	They can evaluate the human experience of the concepts studied by describing in simple terms their value to people who are religious and by dialoguing with others recognise an issue raised.	They can evaluate human experience of the concept studied by describing the value to people through dialogue and identify and describe some issues raised.	They can evaluate human experience of the concepts by describing their value to people and through dialoguing with others can recognise, identify and describe some issues raised.	They can evaluate the concepts of the explaining their value to people living a religious life through discussion can recognise, identify and describe some issues raised.	They can evaluate the concepts by explaining their value to people living a religious life by drawing on examples. Dialoguing with other children will enable them to discern for themselves and so identify and describe in increasingly complex ways some of the issues they raise.