

Skills Progression: Religion and World-Views (RAW)

Skills	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	What makes us special? Explore and talk about the different ways people are special; using stories, discussions and creative activities to learn about what makes themselves, people around them and in the community special.	How did the world begin? Talk about and retell a range of creation stories and scientific ideas about how the world began in imaginative ways. Present their own ideas using art and language. Walk about how creation stories help some people understand what God is like.	Why do we need to give thanks? Explore beliefs about offerings to show gratitude; comparing a range of sources. Describe the artefacts used during Hindu puja and write lyrics for a song of thanks.	What makes us human? Interpret and use art to express beliefs about spirituality, inner self and the soul, apply knowledge to design the cover and blurb for a book titled 'What makes us human?'.	Are all religions equal? Talk about the origins of various religions, children discover geographical and historical connections among them by investigating Sikh and Bahá'í beliefs and practices.	Why do people have to stand up for what they believe in? Thinking critically about religious freedom, using historical and modern-day examples of people, such as Guy Fawkes, who have fought for their beliefs to discuss controversial issues.	Why does religion look different around the world? (Part 1). Build on comparisons about the origins of the Abrahamic religions and considering how culture, tradition, migration and interpretation can affect how some religious practices are observed.
	What are special times? Explore and talk about what special times are for different people; using pictures, stories and videos to explore the significance of Diwali and Christmas and how they are celebrated.	What do some people believe God looks like? Explore and talk about how other people understand God on Earth; considering different representations of God and understand why this is challenging.	Why is light important to people? Investigate the many ways light is used in religious and worldview contexts, talk about different festivals through artwork and stories, focusing on special lights and candles.	Where do our morals come from? Think about how people decide what it means to live a good life and reflect on their own opinions about right and wrong.	What makes some texts sacred? Build on enquiry about the place of scripture in Year 3, describe different ways scriptures are used and what this shows about the value placed on them. Talk about how the Guru Granth Sahib is treated like royalty and analyse information collaboratively.	Why doesn't Christianity always look the same? Explore the spread of Christian beliefs worldwide, considering how geography and history influenced Christian practices.	Why does religion look different around the world? (Part 2) Build on their learning from part 1, consider the influence of culture, history, geography and tradition have on how religion looks in different places and challenge their perceptions.
Spring	Why are some places special? Investigate what makes places special and significant to different people.	What is God's job? Investigate and talk about the roles of God through stories and sacred texts, look at the things God does and what this means to different people.	How do we know some people feel a special connection to a god? Explore and compare how we know that some people are believed to feel a special connection to a god through looking for clues in religious stories.	Is scripture central to religion? Reflect on what revelation means to some people and explore the significance of some scriptures from the way some people treat and use them.	Just how important are our beliefs? Find out how people show commitment to their beliefs, ask questions about why people choose to demonstrate the importance of their beliefs in certain ways.	What happens when we die? (Part 1) Interpret different sources of wisdom and beliefs from Abrahamic and non-religious perspectives. Explore and talk about what happens when we die and the importance of funerals.	Why is it better to be there in person? Think back to learning about prayer and worship and research significant religious and non-religious journeys and pilgrimages and why going to a particular place is so important to some people.
	What makes the world special? Explore what makes the world around them special. Explore and talk about why the world can be special to both them and others. Listening to other people's ideas about caring for the world and discussing reasons why this is important.	Why should we care for the world? Build on their understanding of creation stories and explore beliefs about the relationship between humans and nature.	What is a prophet? Compare and contrast stories that show the characteristics of a prophet and what a prophet might mean to some people; identify similarities between prophets across different worldviews.	What happens if we do wrong? Investigate who has the authority to decide the consequences of wrongdoing; explore beliefs of how wrongdoing affects the soul and ways in which some people seek forgiveness for wrongdoing.	Who was Jesus really? Consider Jesus' life, interactions, prophecies about him, perceptions of his miracles, and the significance of his death and resurrection.	What happens when we die? (Part 2) Continuing to investigate concepts relating to death, exploring the concepts of reincarnation and karma and compare these ideas with those studied in Part 1.	Why is there suffering? (Part 1) Use critical thinking skills to consider their own and others' ideas and beliefs about why there is suffering in the world.
Summer	Why are some things special? Explore special things and explain what is special and why prayer beads, symbols, books and candles can be special to others. Listen to other people's ideas about special things and talk about reasons why they are important.	How do we know that new babies are special? Explain different ceremonies to welcome a new baby and explore some of the symbolism in these ceremonies.	How do some people talk to God? Talk about why people pray; identify different ways people talk to God; discovering objects, places and actions used in prayer; and make connections between beliefs, feelings and practices.	Why is water symbolic? Name the ways water is used in rituals and ceremonies, understanding its symbolic use and learn about the historical connections water has in some religions.	Why is the Bible the best-selling book of all time? Use historical skills and knowledge to explore how the Christian Bible that exists today developed by finding out about how some Christians use their Bibles.	Who should get to be in charge? Explore and discuss how laws are created, the concept of succession, where religious laws come from and how leaders can be chosen for leadership characteristics.	Why is there suffering? (Part 2) Develop their understanding of suffering, children look at alternative ideas about and responses to suffering through scripture, quotes and images.
	Why are some stories special? Discuss favourite stories and explore why some stories are special to other people.	Why should we care for others? Investigate the importance of taking care of others from different views.	Where do some people talk to God? Name different places of worship and why they are special to some people, including churches, mosques and gurdwaras. Identify the features of different places of worship and apply their understanding to design their own place of worship with appropriate features.	Why is fire used ceremonially? Describe symbolism by exploring the use of fire in many ceremonies and as a symbol of remembrance.	Does the language of scripture matter? Explore the transition from oral tradition to written scripture and how some religious people learn and use their scripture's ancient language today.	Why are some places in the world significant to believers? Explore why some places are significant to some religions and what they can tell us about beliefs and culture using maps, images and texts.	What place does religion have in our world today? Think about their own worldview and the religious make-up of their class, children use census data and digital mapping to explore what it can suggest about religion and what its limits are.