



Religion and Worldviews (RaW)

Reception and Key Stage One Progression of Skills



Our Religion and Worldviews curriculum aspires to engage pupils both academically and personally and allows us to work towards a more religiously literate and tolerant society. It will allow pupils to develop an aptitude for dialogue and an ability to participate positively in our diverse society. Our curriculum aims to develop our children's religious, theological and philosophical literacy. We focus on similarities in themes whilst celebrating the unique characteristics of each religion and worldview. Our curriculum promotes curiosity, awareness and reflection.

	EYFS	Year 1	Year 2	Year 3
	Examine diverse ways of life, highlighting three examples of beliefs and practices, including festivals, worship, rituals, and explain their meanings using appropriate vocabulary.			
	EYFS	Year 1	Year 2	Year 3
Beliefs and Practices	Explore diverse ways of living, including beliefs and festivals.	Explore diverse ways of living, including beliefs and festivals.	Give examples of different beliefs and practices, including festivals, worship, rituals and ways of life.	Explain some meanings behind different beliefs using appropriate vocabulary.
		Give examples of different beliefs and practices, including festivals, worship, rituals and ways of life.	Describe at least three examples of different beliefs and practices, including festivals, worship, rituals and ways of life.	Describe some religious beliefs and practices studied, including celebrations and key moments.
		Explain some meanings behind different beliefs using appropriate vocabulary.	Explain some meanings behind different beliefs using appropriate vocabulary.	Begin to make connections between Christianity and other religions.
			Begin to make connections between Christianity and other religions.	Make connections between the different beliefs and practices of faiths studied.
	EYFS	Year 1	Year 2	Year 3
	Explore and discuss people's compassion for others and the world, sharing real-life examples and prompting reflections on the reasons behind these caring actions.			
	EYFS	Year 1	Year 2	Year 3
Human Responsibility and Values	Explore how people show concern for each other and the world around them.	Explore how people show concern for each other and the world around them.	Retell stories and share real life examples of how people show care and concern for humanity and the world.	Think, talk and ask questions about why people retell stories..
		Retell stories and share real life examples of how people show care and concern for humanity and the world.	Retell stories and link to real life examples of how people show care and compassion for others and the world.	Explain some of the beliefs and teachings about how people should treat others and the world.
		Retell stories and link to real life examples of how people show care and compassion for others and the world.	Think, talk and ask questions about why people retell stories.	Describe how diverse communities can live together respectfully sharing the same important values and sense of responsibility
			Explain some of the beliefs and teachings about how people should treat others and the world.	

	EYFS	Year 1	Year 2	Year 3
	Demonstrate personal awareness, linking it to Religion and Worldviews learning; discuss how groups define themselves and how individuals belong to communities, including faith groups; and describe leadership roles and purposes in these contexts.			
	EYFS	Year 1	Year 2	Year 3
Identity and Belonging	Show awareness of things and people that matter in own lives.	Show awareness of things and people that matter in own lives and link this to learning about religions and worldviews.	Talk with others about how groups express who they are and how individuals belong to communities including faith groups.	Describe what a leader does and why.
	Link this to learning about religions and worldviews.	Talk with others about how groups express who they are and how individuals belong to communities including faith groups.	Describe what a leader does and why.	Describe some of the benefits and challenges individuals face when belonging to a faith community.
		Describe what a leader does and why.	Describe some of the benefits and challenges individuals face when belonging to a faith community.	Describe how some religious people are guided by their religious leaders.
	EYFS	Year 1	Year 2	Year 3
	Simplify explanations of right, wrong, and fairness; explore the influence of rules; and use moral stories to illustrate and explain these concepts.			
	EYFS	Year 1	Year 2	Year 3
Justice and Fairness	Understand what is right, wrong and fair.	Understand what is right, wrong and fair.	Explain the influence of rules and how they show what is right, wrong and fair.	Retell moral stories and explain how these show what is right and wrong, just and fair.
		Explain the influence of rules and how they show what is right, wrong and fair.	Retell moral stories and explain how these show what is right and wrong, just and fair	Consider and discuss questions on matters that are important in the world including choices about what is right and what is wrong
		Retell moral stories and explain how these show what is right and wrong, just and fair.	Consider and discuss questions on matters that are important in the world including choices about what is right and what is wrong.	Explain own thoughts on matters that are important in the world, reflecting on what is right and what is wrong.
	EYFS	Year 1	Year 2	Year 3
	Discuss prayer through communication and gestures, share experiences of stillness and reflection, and engage in conversations about these contemplative moments.			
	EYFS	Year 1	Year 2	Year 3
Prayer, Worship and Reflection	Experience periods of stillness and reflection.	Communicate through talk or gesture about prayer.	Describe how and where worshippers connect to prayer and worship.	Describe own responses to periods of stillness and reflection.
	Communicate through talk or gesture about prayer.	Describe how and where worshippers connect to prayer and worship.	Describe own responses to periods of stillness and reflection.	Describe why and where worshippers perform prayer and worship
		Describe own responses to periods of stillness and reflection.	Describe why and where worshippers perform prayer and worship.	Express their opinions on the value of stillness and personal reflection.

	EYFS	Year 1	Year 2	Year 3
	Respond actively to religious stories and moral tales, interpreting meanings and engaging in discussions about sacred writings and wisdom traditions			
	EYFS	Year 1	Year 2	Year 3
Sources of wisdom	Listen and respond to religious stories.	Listen and respond to religious stories.	Retell and suggest meanings to some religious and moral stories.	Think, talk and ask questions about some sacred writings and sources of wisdom and the traditions from which they come.
		Retell and suggest meanings to some religious and moral stories.	Think, talk and ask questions about some sacred writings and sources of wisdom and the traditions from which they come.	Explain and interpret a range of stories, sacred writings, psalms, poems, hymns, prayers and artefacts.
		Think, talk and ask questions about some sacred writings and sources of wisdom and the traditions from which they come.	Explain and interpret a range of stories, sacred writings, psalms, poems, hymns, prayers and artefacts.	Describe the impact on individual believers.
	EYFS	Year 1	Year 2	Year 3
	Express thoughts on people, places, and religious symbols; explain meanings of three symbols; and highlight shared aspects among communities			
	EYFS	Year 1	Year 2	Year 3
Symbols and Actions	Communicate about people, places and religious symbols and artefacts.	Communicate about people, places and religious symbols and artefacts.	Identify an example of a symbol and action and explain how they express religious meaning.	Identify at least three examples of symbols and actions and explain how and why they express religious meaning.
		Identify an example of a symbol and action and explain how they express religious meaning.	Identify at least three examples of symbols and actions and explain how and why they express religious meaning.	Explain how a range of beliefs, symbolic expression and actions (verbal and non-verbal) can communicate meaning to individual followers.
		Identify at least three examples of symbols and actions and explain how and why they express religious meaning.	Describe some similarities between communities.	Describe some similarities between some symbols in different communities.
			Explain how a range of beliefs, symbolic expression and actions (verbal and non-verbal) can communicate meaning to individual followers.	

	EYFS	Year 1	Year 2	Year 3
	Encourage imagination and curiosity to nurture a sense of wonder about the world; ask and respond to various 'how' and 'why' questions regarding belonging, meaning, and truth, expressing personal ideas and opinions.			
	EYFS	Year 1	Year 2	Year 3
Ultimate questions	Use imagination and curiosity to develop wonder of the world and ask questions about it.	Use imagination and curiosity to develop wonder of the world and ask questions about it.	Ask and respond to a range of 'how' and 'why' questions about belonging, meaning and truth.	Ask and respond to a range of challenging 'how' and 'why' questions about belonging, meaning and truth, expressing own ideas and opinions.
		Ask and respond to a range of 'how' and 'why' questions about belonging, meaning and truth.	Ask and respond to a range of challenging 'how' and 'why' questions about belonging, meaning and truth, expressing own ideas and opinions.	Respond to a range of 'if' and 'why' questions about making sense of the world, expressing personal reflections.
		Ask and respond to a range of challenging 'how' and 'why' questions about belonging, meaning and truth, expressing own ideas and opinions.	Respond to a range of 'if' and 'why' questions about making sense of the world, expressing personal reflections.	Respond to a range of challenging 'if' and 'why' questions about making sense of the world, expressing personal reflections.

Topics covered in Reception and KS1

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Year A and Year B	What makes people special?	What is Christmas?	How do people celebrate?	What is Easter?	What can we learn from stories?	What makes places special?
KS1	Year A	Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?	What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?	Is Shabbat important to Jewish children?	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	Would visiting the River Ganges feel special to a non- Hindu?	Are Rosh Hashanah and Yom Kippur important to Jewish children?
	Year B	Does praying at regular intervals help a Muslim in his/ her everyday life?	Why do Christians believe God gave Jesus to the world?	Do Sikhs think it is important to share?	How important is it to Christians that Jesus came back to life after his crucifixion?	Does going to a mosque give Muslims a sense of belonging?	What is the best way for a Sikh to show commitment to God?

	Key Vocabulary Reception and Key Stage One- Year A					
	Autumn		Spring		Summer	
Reception (EYFS)	What makes people special? Keywords: Diwali, Hindu, Family, Jesus, Moses	What is Christmas? Keywords: Bible, Christian, Christmas, Church, Nativity,	How do people celebrate? Keywords: Chinese New Year	What is Easter? Keywords: Bible, Christian, Church, Easter,	What can we learn from stories? Keywords: Christianity, Islam, Hinduism,	What makes places special? Keywords: Home, Church, Mosque, Synagogue
Year 1	Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child? Keywords: Brahman, Diwali, God, Goddess, Hindu, Hinduism, Mandir,	What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? Keywords: Christian, Church, Jesus, Bible, Christian, Christmas, God, Jesus, Miracles, Nativity	Is Shabbat important to Jewish children? Keywords: Judaism, Jewish, Kosher, Prayer, Shabbat, 10 Commandments, Kiddish Cup, Challah bread, family, Synagogue, Torah,	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Keywords: Crucifixion, Easter, Incarnation, Salvation, Good Friday, Palm Sunday, Pilgrimage, Miracles, Crucifixion, Incarnation, Resurrection, Salvation,	Would visiting the River Ganges feel special to a non- Hindu? Keywords: Ganges, Pilgrimage, Hindu, Hinduism, Mandir, Ritual	Are Rosh Hashanah and Yom Kippur important to Jewish children? Keywords: Judaism, Jewish, Kosher, Prayer, 10 Commandments, Rosh Hashanah, Yom Kippur,
Year 2	Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child? Keywords: Brahman, Diwali, God, Hindu, Hinduism, Mandir,	What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem? Keywords: Christian, Church, Jesus, Bible, Christian, Christmas, God, Jesus, Miracles, Nativity	Is Shabbat important to Jewish children? Keywords: Judaism, Jewish, Kosher, Prayer, Shabbat, 10 Commandments, Kiddish Cup, Challah bread, family, Synagogue, Torah, Kippah	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday? Keywords: Crucifixion, Easter, Incarnation, Salvation, Good Friday, Palm Sunday, Pilgrimage, Miracles, Crucifixion, Incarnation, Resurrection, Salvation,	Would visiting the River Ganges feel special to a non- Hindu? Keywords: Ganges, Pilgrimage, Hindu, Hinduism, Mandir, Ritual	Are Rosh Hashanah and Yom Kippur important to Jewish children? Keywords: Judaism, Jewish, Kosher, Prayer, 10 Commandments, Rosh Hashanah, Yom Kippur, Atonement

	Key Vocabulary Reception and Key Stage One- Year B					
	Autumn		Spring		Summer	
Reception (EYFS)	What makes people special? Keywords: Diwali, Hindu, Family, Jesus, Moses	What is Christmas? Keywords: Bible, Christian, Christmas, Church, Nativity,	How do people celebrate? Keywords: Chinese New Year	What is Easter? Keywords: Bible, Christian, Church, Easter,	What can we learn from stories? Keywords: Christianity, Islam, Hinduism,	What makes places special? Keywords: Home, Church, Mosque, Synagogue
Year 1	Does praying at regular intervals help a Muslim in his/ her everyday life? Keywords: Allah, Muhammed (pbuh), Muslim, Quran, 5 Pillars of Islam	Why do Christians believe God gave Jesus to the world? Keywords: Bible, Christian, Christmas, God, Incarnation, Jesus,	Do Sikhs think it is important to share? Keywords: Sikh, 5Ks, Gurdwara	How important is it to Christians that Jesus came back to life after his crucifixion? Keywords: Crucifixion, resurrection, Good Friday, Palm Sunday, Last Supper	Does going to a mosque give Muslims a sense of belonging? Keywords: Allah, Muhammed (pbuh), Muslim, 5 Pillars of Islam	What is the best way for a Sikh to show commitment to God? Keywords: Sikh, 5Ks, Gurdwara
Year 2	Does praying at regular intervals help a Muslim in his/ her everyday life? Keywords: Allah, Muhammed (pbuh), Muslim, Quran, 5 Pillars of Islam,	Why do Christians believe God gave Jesus to the world? Keywords: Bible, Christian, Christmas, God, Incarnation, Jesus,	Do Sikhs think it is important to share? Keywords: Sikh, 5Ks, Gurdwara	How important is it to Christians that Jesus came back to life after his crucifixion? Keywords: Resurrection, Salvation, Crucifixion,	Does going to a mosque give Muslims a sense of belonging? Keywords: Allah, Muhammed (pbuh), Muslim, 5 Pillars of Islam	What is the best way for a Sikh to show commitment to God? Keywords: Sikh, 5Ks, Gurdwara