

Religion and Worldviews (RaW)

Key Stage Two 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.

	Year 2	Year 3	Year 4	Year 5	Year 6
	Reflect on religious beliefs and practices, making connections between diverse celebrations and key life moments. Evaluate beliefs and practices across various traditions and worldviews, explaining both shared similarities and differences.				

	Year 2	Year 3	Year 4	Year 5	Year 6
Beliefs and Practices	Give examples of different beliefs and practices, including festivals, worship, rituals and ways of life.	Explain some meanings behind different beliefs using appropriate vocabulary.	Begin to make connections between Christianity and other religions.	Describe and reflect on religious beliefs and key practices studied.	Evaluate a range of beliefs and practices within and across traditions and worldviews.
	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.	Describe and reflect on religious beliefs and key practices studied.	Evaluate a range of beliefs and practices within and across traditions and worldviews.	Explain in own words how different religions and worldviews share similarities with and differences from each other.
	Explain some meanings behind different beliefs using appropriate vocabulary.	Begin to make connections between Christianity and other religions.	Make connections between the different beliefs and practices of faiths studied.	Explain in own words how different religions and worldviews share similarities with and differences from each other.	Evaluate the influence these have on individuals and communities locally, nationally and globally.
	Begin to make connections between Christianity and other religions.	Make connections between the different beliefs and practices of faiths studied.	Evaluate a range of beliefs and practices within and across traditions and worldviews.		

	Year 2	Year 3	Year 4	Year 5	Year 6
	Explain teachings on how to treat others and the world, emphasising diverse communities living together with shared values. Evaluate the feasibility of diverse coexistence, identifying common values and assessing how faith and belief shape individual and collective responsibility.				

	Year 2	Year 3	Year 4	Year 5	Year 6
Human Responsibility and Values	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..	Explain some of the beliefs and teachings about how people should treat others and the world.	Describe how diverse communities can live together respectfully sharing the same important values and sense of responsibility.	Evaluate whether diverse communities can live together, identifying common values, justice, respect and shared human responsibility.
	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.	Describe how diverse communities can live together respectfully sharing the same important values and sense of responsibility.	Evaluate whether diverse communities can live together, identifying common values, justice, respect and shared human responsibility.	Use personal and critical responses to evaluate how individual and collective responsibility are shaped by faith and belief.

	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	Evaluate whether diverse communities can live together, identifying common values, justice, respect and shared human responsibility.	Use personal and critical responses to evaluate how individual and collective responsibility are shaped by faith and belief.	Evaluate, using reasoned argument, appropriate examples and evidence and taking different perspectives into account, the influence of religion and worldviews on the modern world.
	Explain some of the beliefs and teachings about how people should treat others and the world.				
	Year 2	Year 3	Year 4	Year 5	Year 6
	Examine the benefits and challenges of belonging to a faith community, considering guidance from religious leaders and personal commitments. Explore the impact of faith on individuals and communities, raising questions about guidance and leadership in personal and others' lives.				
	Year 2	Year 3	Year 4	Year 5	Year 6
Identity and Belonging	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 how some religious people are guided by their religious leaders.	Explain the benefits for and challenges to individuals and communities that commitment to a faith can bring.
	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. Explain own commitments.	Explain the benefits for and challenges to individuals and communities that commitment to a faith can bring.	Raise questions about guidance and leadership in their own and others' lives.
	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.	Explain the benefits for and challenges to individuals and communities that commitment to a faith can bring.	Raise questions about guidance and leadership in their own and others' lives.	Explain why some people are committed to following a particular religious or philosophical path and evaluate the challenges of commitment.
	Year 2	Year 3	Year 4	Year 5	Year 6
	Reflect on global issues and ethical choices, considering the importance of faith and belief in determining what is right, wrong, just, and fair. Reference personal and others' ideas and judgments in the evaluation of these matters.				
	Year 2	Year 3	Year 4	Year 5	Year 6
Justice and Fairness	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.	Explain own thoughts on matters that are important in the world, reflecting on what is right and what is wrong.	Evaluate how important faith and belief are in deciding what is right and wrong, just 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	Explain own thoughts on matters that are important in the world, reflecting on what is right and what is wrong.	Evaluate how important faith and belief are in deciding what is right and wrong, just and fair.	Explain and reference own and others' ideas and arguments on world matters, justifying 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.	Evaluate how important faith and belief are in deciding what is right and wrong, just and fair.	Explain and reference own and others' ideas and arguments on world matters, justifying what is right and wrong, just and fair.	Express insights into the relationship between beliefs, teaching and ethical issues using reasoning and examples with respect and compassion.

	Year 2	Year 3	Year 4	Year 5	Year 6
	Examine the purposes and settings for prayer and worship; articulate views on the value of stillness and personal reflection; and evaluate the significance of worship in the lives of individuals and communities, considering diverse perspectives				
	Year 2	Year 3	Year 4	Year 5	Year 6
Prayer, Worship and Reflection	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.	Express their opinions on the value of stillness and personal reflection.	Evaluate the importance of worship in the lives of individuals and communities from own perspective.
	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.	Evaluate the importance of worship in the lives of individuals and communities from own perspective.	Evaluate the importance of worship in the lives of individuals and communities from a range of different perspectives.
	Describe why and where worshippers perform prayer and worship.	Express their opinions on the value of stillness and personal reflection.	Evaluate the importance of worship in the lives of individuals and communities from own perspective.	Evaluate the importance of worship in the lives of individuals and communities from a range of different perspectives.	Evaluate the place of worship in different religious and non-religious contexts and what this might show about being human.
	Year 2	Year 3	Year 4	Year 5	Year 6
	Interpret diverse stories, sacred writings, psalms, poems, hymns, prayers and artefacts, considering their impact on individual believers; evaluate how various sources of wisdom influence individuals and communities, acknowledging the importance of different interpretations.				
	Year 2	Year 3	Year 4	Year 5	Year 6
Sources of wisdom	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.	Explain and interpret a range of stories, sacred writings, psalms, poems, hymns, prayers and artefacts and describe the impact on individual believers.	Evaluate the ways of a range of sources of wisdom can influence the lives of individuals and communities.
	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.	Evaluate the ways of a range of sources of wisdom can influence the lives of individuals and communities.	Show awareness of the importance that different interpretations of stories, sacred writings, psalms, poems, hymns, prayers and artefacts can have on the lives of individuals and communities.
	Explain and interpret a range of stories, sacred writings, psalms, poems, hymns, prayers and artefacts.	Describe the impact on individual believers.	Evaluate the ways of a range of sources of wisdom can influence the lives of individuals and communities.	Show awareness of the importance that different interpretations of stories, sacred writings, psalms, poems, hymns, prayers and artefacts can have on the lives of individuals and communities.	Analyse and explain diverse interpretations of scriptures and other important texts.

	Year 2	Year 3	Year 4	Year 5	Year 6
	Explain how beliefs, symbols, and actions communicate meaning to individuals; identify similarities among symbols in different communities. Compare the ways these elements convey different meanings within communities.				
	Year 2	Year 3	Year 4	Year 5	Year 6
Symbols and Actions	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.	Describe some similarities between some symbols in different communities.	Compare how and why a range of beliefs, symbolic expression and actions can communicate different meaning to individuals within communities.
	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.	Describe some similarities between some symbols in different communities.	Compare how and why a range of beliefs, symbolic expression and actions can communicate different meaning to individuals within communities.	Identify and describe similarities and differences between and within communities.
	Describe some similarities between communities.	Describe some similarities between some symbols in different communities.	Compare how and why a range of beliefs, symbolic expression and actions can communicate different meaning to individuals within communities.	Identify and describe similarities and differences between and within communities.	Analyse and explain the power of symbols and symbolic actions to unite and to divide communities.
	Explain how a range of beliefs, symbolic expression and actions (verbal and non-verbal) can communicate meaning to individual followers.				
	Year 2	Year 3	Year 4	Year 5	Year 6
	Respond to challenging questions about understanding the world with personal reflections; present diverse views on theological and philosophical questions about belonging, meaning, purpose, and truth; and express personal and critical responses through academic and creative means.				
	Year 2	Year 3	Year 4	Year 5	Year 6
Ultimate questions	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.	Respond to a range of challenging 'if' and 'why' questions about making sense of the world, expressing personal reflections.	Present a range of views and responses to theological and philosophical questions about belonging, meaning, purpose 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.	Respond to a range of challenging 'if' and 'why' questions about making sense of the world, expressing personal reflections.	Begin to present a range of views and responses to theological and philosophical questions about belonging, meaning, purpose and truth.	Express personal and critical responses to theological questions in academic and creative ways.
	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.	Begin to present a range of views and responses to theological and philosophical questions about belonging, meaning, purpose and truth.	Express personal responses to a range of challenging theological questions in a variety of creative media.	Analyse a range of philosophical and religious arguments and responses to ultimate questions and evaluate the importance of such questions and the ways we respond to them for our understanding of life and the modern world.

Topics covered in KS2

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
LKS2	Year A	Does completing Hajj make a person a better Muslim?	What is the most significant part of the nativity story for Christians today?	Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?	Is forgiveness always possible for Christians?	How can Brahman be everywhere and in everything?	Could the Buddha's teachings make the world a better place?
	Year B	How important is it for Jewish people to do what God asks them to do?	Has Christmas lost its true meaning?	Does joining the Khalsa make a person a better Sikh?	What is 'good' about Good Friday?	Do Sikhs think it is important to share?	Is it possible for everyone to be happy?
UKS2	Year A	What is the best way for a Muslim to show commitment to God?	Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?	Are Sikh stories important today?	Is Christianity still a strong religion 2000 years after Jesus was on Earth?	Does belief in Akhirah (life after death) help Muslims lead good lives?	Can the Buddha's teachings make the world a better place?
	Year B	How special is the relationship Jews have with God?	Is the Christmas story true?	How can Brahman be everywhere and in everything?	How significant is it for Christians to believe God intended Jesus to die?	Do beliefs in karma, samsara and moksha help Hindus lead good lives?	How could Humanists lead good lives?

	Key Vocabulary Key Stage Two- Year A					
	Autumn		Spring		Summer	
Year 3	Does completing Hajj make a person a better Muslim? Keywords Hajj, Muslim, Mosque, Pilgrimage, Kaaba, Allah, 5 Pillars of Islam	What is the most significant part of the nativity story for Christians today? Keywords Christian, Church, Symbol, Incarnation, Jesus	Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child? Keywords Diwali, Hindu, Mandir	Is forgiveness always possible for Christians? Keywords Biblical, Resurrection, Salvation, Lent	How can Brahman be everywhere and in everything? Keywords Brahman, Dharma, deities, gods, goddesses	Could the Buddha's teachings make the world a better place? Keywords Buddha, Buddhism, Buddhist
Year 4	Does completing Hajj make a person a better Muslim? Keywords Hajj, Muslim, Mosque, Pilgrimage, Kaaba, Allah, 5 Pillars of Islam	What is the most significant part of the nativity story for Christians today? Keywords Christian, Church, Symbol, Incarnation, Jesus	Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child? Keywords Diwali, Hindu, Mandir	Is forgiveness always possible for Christians? Keywords Biblical, Resurrection, Salvation, Lent	How can Brahman be everywhere and in everything? Keywords Brahman, Dharma, deities, gods, goddesses	Could the Buddha's teachings make the world a better place? Keywords Buddha, Buddhism, Buddhist
Year 5	What is the best way for a Muslim to show commitment to God? Keywords Commitment, Mecca, Mosque, Pilgrimage, Wudu, 5 Pillars of Islam	Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born? Keywords Incarnation, Tradition, Relevance	Are Sikh stories important today? Keywords Guru Nanak, Moral, Teachings, Spiritual	Is Christianity still a strong religion 2000 years after Jesus was on Earth? Keywords Ascension, Gospel, Religion, Salvation	Does belief in Akhirah (life after death) help Muslims lead good lives? Keywords Belief, Jihad, Stereotype, Interpretations, Heaven	Can the Buddha's teachings make the world a better place? Keywords Siddhartha, Eight-Fold Path
Year 6	What is the best way for a Muslim to show commitment to God? Keywords Commitment, Mecca, Mosque, Pilgrimage, Wudu, 5 Pillars of Islam	Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born? Keywords Incarnation, Tradition, Relevance	Are Sikh stories important today? Keywords Guru Nanak, Moral, Teachings, Spiritual	Is Christianity still a strong religion 2000 years after Jesus was on Earth? Keywords Ascension, Gospel, Religion, Salvation	Does belief in Akhirah (life after death) help Muslims lead good lives? Keywords Belief, Jihad, Stereotype, Interpretations, Heaven	Can the Buddha's teachings make the world a better place? Keywords Siddhartha, Eight-Fold Path

	Key Vocabulary Key Stage Two- Year B					
	Autumn		Spring		Summer	
Year 3	How important is it for Jewish people to do what God asks them to do? Keywords Kashrut, Passover, Rabbi, Worship, Synagogue	Has Christmas lost its true meaning? Keywords Incarnation, Belief, Nativity, Miracles	Does joining the Khalsa make a person a better Sikh? Keywords Sewa, Gurdwara, Guru Granth Sahib, Khalsa, Khanda,	What is 'good' about Good Friday? Keywords Salvation, Crucifixion, Symbols, Represent	Do Sikhs think it is important to share? Keywords Sikh, Sikhism, 5Ks	Is it possible for everyone to be happy? Keywords Influence, Humanism, Humanist, Religion
Year 4	How important is it for Jewish people to do what God asks them to do? Keywords Kashrut, Passover, Rabbi, Worship, Synagogue	Has Christmas lost its true meaning? Keywords Incarnation, Belief, Nativity, Miracles	Does joining the Khalsa make a person a better Sikh? Keywords Sewa, Gurdwara, Guru Granth Sahib, Khalsa, Khanda,	What is 'good' about Good Friday? Keywords Salvation, Crucifixion, Symbols, Represent	Do Sikhs think it is important to share? Keywords Sikh, Sikhism, 5Ks	Is it possible for everyone to be happy? Keywords Influence, Humanism, Humanist, Religion
Year 5	How special is the relationship Jews have with God? Keywords Commitment, Old Testament, Significant, Torah, Mezuzah, Shema	Is the Christmas story true? Keywords Incarnation, Christians	How can Brahman be everywhere and in everything? Keywords Aspect, Influences	How significant is it for Christians to believe God intended Jesus to die? Keywords Salvation, Crucifixion, consequence, Destiny, Evidence, New Covenant	Do beliefs in karma, samsara and moksha help Hindus lead good lives? Keywords Empathy	How could Humanists lead good lives? Keywords Golden Rule, Influence, Humanism, Humanist, Religion, Atheist, Worldview
Year 6	How special is the relationship Jews have with God? Keywords Commitment, Old Testament, Significant, Torah, Mezuzah, Shema	Is the Christmas story true? Keywords Incarnation, Christians	How can Brahman be everywhere and in everything? Keywords Aspect, Influences	How significant is it for Christians to believe God intended Jesus to die? Keywords Salvation, Crucifixion, consequence, Destiny, Evidence, New Covenant	Do beliefs in karma, samsara and moksha help Hindus lead good lives? Keywords Empathy	How could Humanists lead good lives? Keywords Golden Rule, Influence, Humanism, Humanist, Religion, Atheist, Worldview