

Religion and Worldviews (RW)

Progression of Knowledge and Skills

	<u>KS1</u>	<u>Lower KS2</u>	<u>Upper KS2</u>
	<p><u>Year 1</u></p> <ul style="list-style-type: none"> How can we find out about Christianity in Wolverhampton? Beginning to learn about Sikhism How and why are some books holy? Special stories of Christians, Sikhs and Muslims What can we learn about prayer from stories of Jesus? Beginning Christianity <p><u>Year 2</u></p> <ul style="list-style-type: none"> What can we learn from stories from the Bible? Beginning to learn from Islam Questions that Puzzle Us Holy Places: Worship at the church, Mandir, Mosque and Gurdwara 	<p><u>Year 3</u></p> <ul style="list-style-type: none"> What do people believe about God? (Christianity) What is it like to be a Hindu? Exploring Key Leaders: Sikhs and Hindus What do we celebrate and why? (Christian, Muslim, Sikh and Hindu) <p><u>Year 4</u></p> <ul style="list-style-type: none"> What is it like to be Jewish? Why do some people think Jesus is inspirational? Why does the Prophet matter to Muslims? An enquiry into visiting places of worship 	<p><u>Year 5</u></p> <ul style="list-style-type: none"> Keeping the 5 Pillars of Islam When, how and why do Christians pray? Hindu, Sikh, Jewish and Islamic Prayer: what difference does it make? What can we learn from religion about temptation? <p><u>Year 6</u></p> <ul style="list-style-type: none"> What will make Wolverhampton a more respectful place? (Sikh, Muslim, Christian and non-religious) Christian Aid, Khalsa Aid, Islamic Relief: Can they change the world? Values: What matters most? (Christians and Humanists) Sikhs in Wolverhampton: What can we learn? Gurus, worship, service and Wonderful Lord
Know about & Understand A1. Know, describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities;	Use their knowledge of religions to recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them;	To start to use their growing knowledge of religions to describe and make connections sometimes between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas;	Use their growing knowledge of religions to describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life in order to reflect thoughtfully on their ideas;
Know about & Understand A2. Know, identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and worldviews;	Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come;	To start to describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities;	Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities;
Know about & Understand A3. Know, appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning;	Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities;	To begin to explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning;	Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning;

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<p>Express and Communicate B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;</p>	<p>Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make;</p>	<p>To begin to observe and understand varied examples of religions and worldviews so that they can start to explain, with reasons, their meanings and significance to individuals and communities;</p>	<p>Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities;</p>
<p>Express and Communicate B2. Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value;</p>	<p>Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves;</p>	<p>To start to understand the challenges of commitment to a community of faith or belief, starting to suggest, why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives;</p>	<p>Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives;</p>
<p>Express and communicate B3. Appreciate and appraise varied dimensions of religion3;</p>	<p>Notice and respond sensitively to some similarities between different religions and worldviews;</p>	<p>To start to observe and consider different dimensions of religion, so that they can begin to explore and show understanding of similarities and differences between different religions and worldviews;</p>	<p>Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews;</p>
<p>Gain & deploy RE skills: C1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;</p>	<p>Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry;</p>	<p>To begin to discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry;</p>	<p>Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry;</p>
<p>Gain & deploy RE skills: C2. Enquire into what enables different communities to live together respectfully for the wellbeing of all;</p>	<p>Find out about and respond with ideas to examples of co-operation between people who are different;</p>	<p>To start to consider and begin to apply ideas about ways in which diverse communities can live together for the well-being of all, starting to respond thoughtfully to ideas about community, values and respect;</p>	<p>Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect;</p>
<p>Gain & deploy RE skills: C3. Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.</p>	<p>Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>	<p>To begin to discuss and start to apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and start to express their own ideas clearly in response.</p>	<p>Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.</p>