

St John's Primary School  
Religion and Worldviews Skills Progression

Year A	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y1&2	<p><u>Who are we? (Unit 1 A&amp;D)</u> <u>Christianity &amp; Islam</u></p> <p>Retell the story of the Lost Sheep simply and recognise and link to the Christian concept of God as a loving father</p> <p>Explore whether they can learn something for themselves from some of the key stories studied this year</p> <p>To identify feelings of self and others</p>	<p><u>What is the good news that Jesus brings? (GOSPEL UC)</u></p> <p>Recognise that stories from Jesus' life come from the Gospels</p> <p>Recognise that Jesus gives instructions on how to behave</p> <p>Identify what a parable is and give examples</p> <p>Give a clear, simple account of what the story of Mathew the Tax Collector might mean to Christians.</p>	<p><u>Why are some times special? (Unit 2 B and E)</u> <u>Christianity &amp; Islam</u> <u>Ramadan and Eid</u></p> <p>Recognise what a Muslim is and recall basic beliefs. Eg. Muslims believe in one God (Allah) &amp; Muhammed is his prophet</p> <p>Recognise that the Qur'an is the Holy Book of Islam and is treated with great respect by most Muslims</p> <p>Explain the key features of a Mosque. Give an example of what these features tell us about what Jewish people believe.</p> <p>Begin to explain how praying together in a Mosque may give many Muslims a sense of belonging.</p> <p>Begin to simply explore the 5 Pillars of Islam</p> <p>Recall at least two things that a Muslim might do during Ramadan and Eid</p>	<p><u>Why does Easter matter to Christians? (SALVATION UC)</u></p> <p>Recognise that Salvation is part of the 'Big Story' of the Bible</p> <p>Give at least three examples of how some Christians might show their beliefs about Jesus' death and resurrection in church worship at Easter</p> <p>Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope and heaven.</p>	<p><u>Why is our world special? (Unit 8 C &amp; E)</u> <u>Christianity &amp; Islam</u></p> <p>Retell in simple term an Islamic story – Muhammed and crying camel</p> <p>Recall a story told by Muhammed and recognise that he is inspirational to Muslims as a prophet of God</p>	
Y3&4	<p><u>What is important to me? (Unit 1 A &amp; D)</u> <u>Christianity &amp; Islam</u></p>	<p><u>What do Christians learn from the Creation story? CREATION (UC)</u></p> <p>Place the concepts of God and Creation and Fall on a timeline of the 'big story of the Bible.'</p> <p>Order Creation, Incarnation, Gospel and Salvation within</p>	<p><u>How do people express their beliefs, identity and experience? (Unit 7 C &amp; D)</u> <u>Christianity, &amp; Islam (Islamic and Christian Art)</u></p> <p>look at a variety of</p>	<p><u>Why do Christians call the day Jesus died 'Good Friday'? SALVATION (UC)</u></p> <p>Offer suggestions for what the texts</p>	<p><u>What does it mean to belong to a religion? (Unit 4 B &amp; D)</u> <u>Islam</u></p>	

		<p>a timeline of the 'big story of the Bible.'</p> <p>Make clear links between Genesis 1 and what Christians believe about God and Creation.</p> <p>Describe what Christians do because they believe God is Creator (e.g. wonder at creation, care for the Earth.)</p> <p>Ask questions and suggest answers about what might be important in the creation story for Christians living today, and for people who are not Christians.</p>	<p>different Mosques around the world, noting similarities and differences</p> <p>Look at some examples of Islamic art and make simple comparisons with Christian</p> <p>Describe how many Muslims pray at regular intervals (Salat) and begin to explain why they do this</p> <p>Begin to explain what a Muslim might do when they go on pilgrimage</p>		
Y5&6	<p><u>How should we live &amp; who can inspire us? (Unit 9 B &amp; F)</u> <u>Christianity &amp; Hinduism</u></p> <p>Reflect on the concept of leadership and from their own experience identify some of the characteristics of a good leader.</p> <p>To consider connections between belief and leadership and explain how the leadership styles of some Christian and Hindu faith leaders were inspired by their beliefs.</p> <p>To retell the story of Moses being called by God and to consider Moses' leadership qualities.</p> <p>To reflect on the life and leadership of Guru Nanak and what his teachings tell us about his beliefs.</p> <p>To reflect on why Desmond Tutu lived the life he lived and to consider what they can do to make a difference in the world.</p>	<p><u>Was Jesus the Messiah? (INCARNATION UC) DD</u></p> <p>Recognise that incarnation is part of the 'Big Story' of the Bible.</p> <p>Identify some different types of biblical text, using technical terms e.g. prophecy text and how Christians might interpret them.</p> <p>Explain connections between biblical texts and the Christian concept of Messiah</p> <p>Show how Christians put their beliefs about incarnation into practice in different ways of celebrating Christmas</p> <p>Describe how Christians work together locally (e.g. Sisters of the Church/Wild Goose Cafe/Night shelter) and the inspiration for this action.</p> <p>Weigh up how the idea that Jesus is the Messiah - and what difference it might make in people's lives in today's world.</p>	<p><u>Creation and Science: Conflicting or complementary? (CREATION UC)</u></p> <p>Identify what type of text some Christians say Genesis 1 is, and its purpose.</p> <p>Weigh up how far the Genesis 1 narrative is in conflict with, or complementary, with a scientific account.</p> <p>Compare ways in which Christians might interpret Genesis 1.</p> <p>Understand how some Christians might use the language of metaphor and poetry in relation to Genesis 1.</p> <p>Make links between Christian art and music and Christian ideas of creation.</p> <p>Show understanding of why many Christians find science and faith go together.</p>	<p><u>What difference did the resurrection make for Christians? (SALVATION UC) (Easter)</u></p> <p>Recognise that salvation is part of the 'Big Story' of the Bible.</p> <p>Compare ways in which different Christians interpret texts about the resurrection of Jesus.</p> <p>Explain what some Christians mean when they say Jesus' death was a sacrifice.</p> <p>Make links between Christian art and concepts such as salvation, sacrifice and resurrection</p> <p>Make clear connections between Christian belief in the Resurrection and how Christians might worship on Good Friday and Easter Sunday.</p>	<p><u>Why are some journeys and places special? (Unit 5 C &amp; E)</u> <u>Islam Christianity</u></p> <p>Discuss the concept of stereotyping and emphasis on 'some' and 'most' when talking about religion and worldviews.</p> <p>To recognise the difference between journey and pilgrimage - to consider why people make pilgrimages</p> <p>Describe and reflect on the significance of the Quran for Muslims.</p> <p>To look at a variety of Mosques (local and international) and consider similarities and differences</p> <p>Examine Islamic artefacts and make sensible suggestions as to what they could be - explaining why</p> <p>Explain the meaning and purpose of the Five Pillars of Islam and how they connect with Muslim practice today.</p> <p>To understand what happens during Hajj and each stage and its significance.</p> <p>To reflect on the journey of Jonah in the Bible, identify key themes in the story and ask relevant questions.</p> <p>To analyse Jonah's emotions throughout his journey, connecting the experiences of Jonah to today and consider how it could relate to their own lives.</p>

Year B	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Y1&2	<p><u>Who made the world?</u> (CREATION UC)</p> <p>Recognise that Creation is the beginning of the 'Big Story' of the Bible</p> <p>Retell the story of Genesis 1 simply</p> <p>Say what the Creation story tells many Christians about God, creation and the world</p> <p>Give at least one example of many Christians might do to say thank you for creation</p>	<p><u>Why does Christmas matter to Christians?</u> (INCARNATION UC)</p> <p>Recognise that Incarnation is part of the 'Big Story' of the Bible</p> <p>Give a simple account of the story of Jesus' birth and why Jesus is important to most Christians</p> <p>Recognise the connection between Incarnation and Jesus as God on earth</p> <p>Decide what they personally have to be thankful for at Christmas time</p> <p>Explain connections between biblical texts and Christian concept of Jesus as Messiah</p> <p>Give at least two examples of the ways in which Christians might use the nativity story in churches and at home e.g. nativity plays and carols</p>	<p><u>Where do we belong?</u> (Unit 4 B &amp; D) <u>Christianity &amp; Judaism</u> <u>Jewish visitor</u></p> <p>Recognise what it means to be Jewish and recall some simple Jewish beliefs.</p> <p>Recognise that many Jewish people use the Torah as a source of wisdom and value stories from it.</p> <p>Retell a story that shows what Jewish people at the festival of Hanukkah might think about God, suggesting what it means</p> <p>Talk about how Shabbat is a special day of the week for many Jewish people and give some examples of what they might do to celebrate Shabbat.</p> <p>Use the right names for things that are special to Jewish people during Shabbat and explain why.</p>	<p><u>What do Christians believe God is like? GOD</u> (UC)</p> <p>Give at least two examples of a way in which Christians show their beliefs in God as loving and forgiving: by saying sorry and forgiving others.</p> <p>Give an example of how Christians put their beliefs into practise in worship e.g. by saying sorry to God in prayer</p> <p>Give at least two examples of how Christians put their beliefs about forgiveness and peace into practise in a church community and their own lives</p>	<p><u>Why are some places special?</u> (Unit 7 C &amp; D) <u>Christianity &amp; Judaism</u></p> <p>Recall the story of Joseph and explain why Christians or Jewish might use this to help others</p> <p>Explain the key features of a Synagogue. Give an example of what these features tell us about what Jewish people believe.</p> <p>Describe what places are special to you and why.</p> <p>Start to make connections between being Jewish and decisions about behaviour</p>	
Y3&4	<p><u>What is the Trinity?</u> (INCARNATION UC)</p> <p>Examine how Christmas is celebrated by different Christians around the world and make connections between them.</p> <p>Order creation, Incarnation, Gospel and Salvation within a timeline of the 'big story of the Bible.'</p>		<p><u>What kind of world did Jesus want? GOSPEL</u> (UC)</p> <p>Identify the calling of the First disciples as part of the 'Gospel' and understand this tells the story of the life and teaching of Jesus.</p> <p>Make links between the story of the calling of the first disciples and the healing of the leper and the importance of love in the world today.</p> <p>Offer suggestions about what Jesus' action towards</p>	<p><u>How do people express their beliefs, identity and experience?</u> (Unit 7 C &amp; D) <u>Christianity, Sikhism &amp; Islam</u></p>	<p><u>What does it mean to belong to a religion?</u> (Unit 4 B &amp; D) <u>Sikhism</u></p>	

			<p>the leper might mean for Christians.</p> <p>Give examples of how members of the clergy try to follow the teaching of Jesus in their roles.</p> <p>Consider how Christians might answer the question, 'What sort of world did Jesus want?' Describe and justify their own answers to the question.</p>		
Y5&6	<p><u>What does it mean if God is holy and loving? (GOD - UC)</u></p> <p>Understand key theological words that Christians might use to describe God e.g. omnipotent, holy</p> <p>Make clear connections between Bible texts studied and how churches are designed (Link trip to All Saints &amp; Coventry Cathedral Ministry of Reconciliation - link to WW2)</p> <p>Describe how Christians express beliefs about God as holy and loving, and Jesus as saviour in worship and art.</p> <p>Make links between some texts and symbols from Christianity and non-religious worldviews and guidance on how to lead a good life (Humanism).</p> <p>Compare ideas of the 'golden rule' in different religious and non-religious worldviews and reflect on how they decide what is right and wrong.</p> <p>Show how Christians put their beliefs into practice in worship.</p> <p>Weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today, developing insights of their own.</p>	<p><u>Was Jesus the Messiah? (INCARNATION UC)</u></p> <p>Recognise that incarnation is part of the 'Big Story' of the Bible</p> <p>Identify some different types of biblical text, using technical terms e.g. prophecy text and how Christians might interpret them</p> <p>Explain connections between biblical texts and the Christian concept of Messiah</p> <p>Weigh up how the idea that Jesus is the Messiah - and what difference it might make in people's lives in today's world.</p> <p>Make links between Christian art and music and Christian ideas of Incarnation (Stained Glass Window project - links to All Saints)</p>	<p><u>How do we make moral choices? (Unit 6 A&amp;F) Christianity Hinduism Humanism</u></p> <p>Explain how many Hindus believe that Brahman is everywhere and in everything and reflect on the nature of God in Hinduism.</p> <p>Describe and reflect on the significance of the three Mothers (Lakshmi, Durga and Saraswati).</p> <p>Describe and compare how different practices, such as Puja, enable many Hindus to show their commitment to God (Brahman).</p> <p>Explain how beliefs about Brahman being everywhere and in everything might affect how many Hindus live their lives.</p>	<p><u>What did Jesus do to save human beings? (SALVATION - UC) Easter</u></p> <p>Explain what some Christians mean when they say Jesus' death was a sacrifice, and how they might interpret this differently</p> <p>Show how different Christians put their beliefs into practice in celebrating communion</p> <p>Weigh up the value and impact of ideas of sacrifice in their own lives and the world today</p>	<p><u>What do people believe about life? (Unit 5 C &amp; E) Christianity Hinduism Humanism</u></p> <p>Compare different ideas about the meaning of life and death using key texts from Christian, other religious and non-religious worldviews.</p> <p>Compare different ways of marking birth or death within a similar tradition.</p> <p>Examine the roles of music, poetry and art in rituals of life and death.</p> <p>Compare what might happen at a Christian or non-religious funeral or birth ceremony noting similarities or differences.</p> <p>Weigh up different religious and non-religious responses to what happens after death, and provide good reasons for their own views.</p>

Summary of skills:

Skill	EYFS	Year 1/2	Year 3/4	Year 5/6
Retelling		Retell a story in a simple way		
Questioning		Ask relevant questions		
Reasoning (Answering questions)			Describe, explain and justify your answers.	
Making connections		Make simple connections between beliefs, practices and stories		
Reflecting		Begin to reflect on their own attitudes and beliefs		
Comparing		Make simple comparisons		
Empathy		To identify feelings of self and others		