

Religion and World Views skills progression

[Link to curriculum map](#)

RWV is taught based on the 'Awareness, Mystery Value 22' – the Locally Agreed Syllabus for Religious Education in Bristol. <https://www.awarenessmysteryvalue.org/>
 Units 1 and 3 and the Christianity lessons in Unit 8 are covered in Units 2,4,11,12.
 Humanism has been added as a non-religious world view in Year 6 and Sikhism has been added as a religion in Year 3.
 Each Year group teaches 3 units per academic year.

	Year 3	Year 4	Year 5	Year 6
Topics	Brilliant Bristol Awesome Ancestors Ancient Egypt	Ancient influences Earth Explorers Our world our future	Invaders Explorers Rainforests	Shaping America WW2 Africa Big Picture
Science topics	Magnets and forces Rocks, soils and fossils Animals including humans Magnets and forces Rocks, soils and fossils Animals including humans Light Plants	Animals including humans States of matter Sound Electricity Living things	Properties of materials Space Forces Living things and their habitats Animals including humans	Animals including humans Light Evolution Living things Electricity
R1 Investigation of religious and non-religious world views	<p>a) Begin to compare different ideas about God and humanity in the traditions studied: Christianity and Sikhism</p> <p>b) Begin to ask important questions about the practice of faith and compare some different possible answers;</p> <p>c) Begin to link their own ideas about how to lead a good life to the teachings of religions and beliefs being studied;</p> <p>d) Begin to suggest good reasons for the views they have and the connections they make.</p>	<p>a. Compare different ideas about God and humanity in the traditions studied: Judaism and Hinduism</p> <p>b. Ask important questions about the practice of faith and compare some different possible answers;</p> <p>c. Link their own ideas about how to lead a good life to the teachings of religions and beliefs being studied;</p> <p>d. Provide good reasons for the views they have and the connections they make.</p>	<p>a) Begin to describe and explain different ideas about God with reference to two religions : Islam and Buddhism</p> <p>b) Begin to ask important questions about religious experience and life after death and suggest answers that refer to traditions of religion and belief;</p> <p>c) Begin to ask important questions about social issues and suggest what might happen depending on different moral choices;</p> <p>d) Begin to suggest reasons for the views they have and the connections they make.</p>	<p>a. Describe and explain different ideas about God with reference to two religions or one religion and a non-religious worldview: Christianity and Humanism</p> <p>b. Ask important questions about religious experience and life after death and suggest answers that refer to traditions of religion and belief;</p> <p>c. Ask important questions about social issues and suggest what might happen depending on different moral choices;</p> <p>b) Provide good reasons for the views they have and the connections they make.</p>
R2 Knowledge and understanding of Christianity	<p>a) Begin to describe what Christians might learn about Jesus from the Gospel stories of miracles and his resurrection;</p> <p>b) Begin to describe some of the different ways in which different Christians show their beliefs in creation, incarnation and salvation, including through the arts, worship and helping others;</p> <p>c) Begin to describe a way in which some Christians work together locally;</p> <p>d) Begin to describe the importance of the Bible for Christians and give examples of how it is used;</p> <p>e) Begin to suggest reasons for the views they have and the connections they make.</p>	<p>a. Describe and reflect on what Christians might learn about Jesus from the Gospel stories of miracles and his resurrection;</p> <p>b. Describe some of the different ways in which different Christians show their beliefs in creation, incarnation and salvation, including through the arts, worship and helping others;</p> <p>c. Describe a way in which some Christians work together locally;</p> <p>d. Describe and reflect on the importance of the Bible for Christians and give examples of how it is used;</p> <p>e. Provide good reasons for the views they have and the connections they make.</p>	<p>a) Make links between Jesus' life and teaching and different forms of Christian action, such as in rituals and charitable acts;</p> <p>b) Describe and compare different ideas Christians may have about developing their relationship with God, through prayer, pilgrimage or personal 'spiritual' experience;</p> <p>c) Begin to describe how Christians express beliefs about Jesus as 'Son of God' and 'Saviour' in worship and art;</p> <p>d) Begin to describe and compare different ideas Christians may have about salvation and life after death with reference to key texts;</p> <p>e) begin to suggest reasons for the views they have and the connections they make.</p>	<p>a) Make links and reflect on Jesus' life and teaching and different forms of Christian action, such as in rituals and charitable acts;</p> <p>b) Describe, compare and explain different ideas Christians have about developing their relationship with God, through prayer, pilgrimage or personal 'spiritual' experience;</p> <p>c) Describe and record how Christians express beliefs about Jesus as 'Son of God' and 'Saviour' in worship and art;</p> <p>d) describe and compare different ideas Christians may have about salvation and life after death with reference to key texts;</p> <p>e) Provide good reasons for the views they have and the connections they make.</p>

	Year 3	Year 4	Year 5	Year 6
R3 Knowledge and understanding of religions or world views other than Christianity	<p>a) Begin to describe what believers might learn from the significant texts/writings being studied;</p> <p>b) Begin to describe what some of the arts in the tradition being studied might mean to believers;</p> <p>c) begin to describe some of the rules and guidance used by believers and how that might be applied in working with others from different traditions:</p> <p>d) begin to describe the importance of key texts/writings in the tradition being studied</p> <p>e) Provide good reasons for the views they have and the connections they make.</p>	<p>a) Describe what believers might learn from the significant texts/writings being studied;</p> <p>b) Describe what some of the arts in the tradition being studied might mean to believers;</p> <p>c) Describe and begin to compare some of the rules and guidance used by believers and how that might be applied in working with others from different traditions;</p> <p>d) Describe the importance of key texts/writings in the tradition being studied and give an example of how they may be used;</p> <p>e) Provide good reasons for the views they have and the connections they make.</p>	<p>a) Begin to make links between some texts and symbols from religion and belief and guidance on how to live a good life;</p> <p>b) Begin to describe and compare how important aspects of a religion or belief are celebrated and remembered by different communities;</p> <p>c) Begin to describe and compare different ways of demonstrating a commitment to a tradition of religion and belief;</p> <p>d) Describe and compare different ideas from the tradition being studied about the meanings of life and death with reference to key texts;</p> <p>e) Begin to suggest reasons for the views they have and the connections they make.</p>	<p>a) Make links between some texts and symbols from religion and belief and guidance on how to live a good life;</p> <p>b) Describe and compare how important aspects of a religion or belief are celebrated and remembered by different communities;</p> <p>c) Describe and compare different ways of demonstrating a commitment to a tradition of religion and belief;</p> <p>d) Describe and compare different ideas from the tradition being studied about the meanings of life and death with reference to key texts;</p> <p>e) Provide reasons for the views they have and the connections they make.</p>
RWV Vocabulary	<p>Christianity Christianity, God, Jesus (of Nazareth), Jewish, Christian, Ten Commandments, Trinity (Father, Son, Holy Spirit), crucifix, Christmas, Easter, temptation, Bible, Old and New Testament</p> <p>Sikhism Guru Nanak, India, Sikh, Guru Granth Sahib, Gurdwara, Diwali, The 5 Ks, Golden Temple</p> <p>How should we live and who should inspire us beliefs, faith, challenges, overcome, Buddhist, Muslim</p>	<p>Christianity Christ, gospels, Good Samaritan, prodigal son, Zaccheus, miracles, prayer, Lent, Resurrection</p> <p>Judaism Judaism, covenant, Jewish, Torah, Hebrew, mezuzah, Shabbat, Passover, seder plate, synagogue, Hanukkah, dreidel</p> <p>Hinduism Hinduism, Hindu, aun, symbol, Brahman, deity, Ganesh, reincarnation, puja, mandir, Diwali, Holi</p>	<p>Islam Islam, Muslim, Allah, mosque, Prophet Muhammed (pbuh- Peace Be Upon Him), the Five Pillars of Islam, Shahadah, Qu'ran</p> <p>Special Journeys pilgrim, pilgrimage, journey, sacred, holy, Mecca, Hajj</p> <p>What do people believe about life? Buddha, happiness, karma, suffering</p>	<p>How do people express their beliefs identity and experience? worship, signs, symbols, arts, imagery, geometric patterns</p> <p>Humanism worldviews, religious and non-religious, Humanists, influences, values, secular, secular, decisions, Happy Human symbol, 'a good life'</p> <p>How do we make moral choices? morals, choices, values, moral dilemma, dharma</p>