



RE & World Views CURRICULUM MAP
SKILLS, KNOWLEDGE AND UNDERSTANDING PROGRESSION



STRAND	Year 3	Year 4	Year 5	Year 6
THEOLOGY	<p>Children can describe the key teachings and beliefs of Christianity including the importance of the Trinity.</p> <p>They can refer to key people and key beliefs. (Christianity through stories and art).</p> <p>They encounter Islam and compare this to Christianity.</p>	<p>Build on Year 3 learning by studying how people express their beliefs in different forms, with respect for others' beliefs and comparing them with what they have already learnt. (Islam)</p> <p>The children look at the Islamic Holy text and think of the meaning behind stories and teachings. They also look at Hindu's beliefs about God.</p>	<p>Children can start to explain how beliefs and teachings can make contributions to the lives of individuals and communities. (Hinduism).</p>	<p>Children can show an understanding of the role of a spiritual leader.</p> <p>They can explain how religious beliefs can shape the lives of individual's and contribute to society. (Christian and Islamic Aid)</p>
PHILOSOPHY	<p>Children can ask questions that have no agreed answers.</p> <p>They can offer suggestions to those questions such as 'How did the Universe come to be?'</p> <p>They can understand that there are similarities and differences between people and respects those differences. (Islam & Christianity)</p>	<p>Children continue to build on their understanding of the similarities and differences between individuals and communities. (Multicultural Festivals & Worldviews)</p> <p>They look at ways religious groups contribute to society and culture in the local area and beyond.</p>	<p>When learning about Hinduism, children can start explaining why individuals and communities have different values and questions.</p> <p>Humanism – they begin to recognise and express feelings about their own identity and beliefs.</p> <p>Children start to explain their own opinions about tricky concepts and tricky questions that have no universally agreed answers.</p> <p>They can explain why their answers might be different from someone else's and respond sensitively.</p>	<p>Religious Peaceful Protesters – children continue to build on other people's individual values.</p> <p>They can offer suggestions about why religious and non-religious leaders and followers have acted the way they have.</p> <p>They begin to think about the meaning of life by looking at some of the world's philosophers. This is used as a base for expressing their own views.</p>

<p>HUMAN/ SOCIAL SCIENCES</p>	<p>Children understand what belonging to a religion may look like (Christianity and Islam) Belonging to a Christian Church – identify religious artefacts and how they are involved in religious practices and rituals. They can describe religious buildings and how they are used. Explain religious ceremonies.</p>	<p>Islam unit - identify religious artefacts and how they are involved in religious practices and rituals. They can describe religious buildings and how they are used. Explain religious ceremonies.</p> <p>Multicultural festivals – children can describe how shared values in a community can affect behaviour and outcomes.</p>	<p>Moving on from their previous learning, children begin to strengthen their capacity for moral judgements.</p> <p>Hinduism – children can explain practices and lifestyles associated with belonging to a faith. They can compare lifestyles of different faiths.</p> <p>Children look at why and how there can be so much diversity within one religion.</p>	<p>Christian Aid – the children understand that they have their own choices to make and begin to understand the concept of morals.</p> <p>They can express their own values whilst respecting the values of others.</p>
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