



## Ravenscote Junior School - RAW Skills Progression.



The RAW curriculum taught within Ravenscote Junior School is taken from the locally agreed Surrey Syllabus as well as the Understanding Christianity resource. By the end of Key Stage 2 pupils will be able to:

<b>Showing knowledge and understanding.</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Explore, gather, select, and organise ideas about religion and belief.</li><li><input type="checkbox"/> Investigate and describe similarities and differences within and between religions and beliefs.</li><li><input type="checkbox"/> Comment on connections between questions, beliefs, values and practices, drawing on key texts when appropriate.</li><li><input type="checkbox"/> Suggest meanings for a range of forms of expression, using appropriate vocabulary.</li><li><input type="checkbox"/> Describe the impact of beliefs and practices on individuals, groups and communities, locally, nationally and globally.</li></ul>
<b>Expressing ideas, beliefs and insights.</b>	<ul style="list-style-type: none"><li><input type="checkbox"/> Investigate and describe how sources of inspiration and influence make a difference to themselves and others.</li><li><input type="checkbox"/> Apply ideas and reflections to issues raised by religion and belief in the context of their own and others' lives.</li><li><input type="checkbox"/> Suggest what might happen as a result of their own and others' attitudes and actions.</li><li><input type="checkbox"/> Suggest answers to some questions raised by the study of religions and beliefs.</li></ul>



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	Year 3	Year 4	Year 5	Year 6
<b>Topics studied</b>	Judaism- How can a synagogue help us to understand the Jewish faith. Kingdom of God- What happened when Jesus left? Why are presents given at Christmas? What do Christians believe? God is like?	What do Sikhs value? What do Christians learn from the creation story? What kind of world would Jesus want? Why do Christians call the day Jesus died, Good Friday?	How can a mosque help us to understand the Muslim faith? What is wisdom? (Comparative unit- an introduction to the Humanist Golden Rule) What is the Trinity?	What is the Buddhist way of life? What do the Gospels say about the birth of Jesus and why is it 'Good News'? Was Jesus the Messiah?
	What does Easter mean to Christians? What are important times for Jews? What do Christians learn from the creation story?	What is it like to follow God? What helps Hindus to worship?	What did Jesus do to save human beings? How do the pillars of Islam help Muslims to lead a good life? What would Jesus do?	Did Jesus have to die? Humanism- the Golden Rule (building on what was introduced in year 5). What is the Golden Rule – comparing beliefs. How can churches help us to understand the Christian belief?
<b>The following skills are central to Religious Education and are reflected in lessons within all year groups.</b>				
<b>Investigate</b> – this includes the ability to: <ul style="list-style-type: none"> <li>• gather information from a variety of sources</li> <li>• ask relevant questions</li> <li>• know what may be appropriate information</li> </ul>				



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**Interpret** – this includes the ability to:

- draw meaning from artefacts, symbols, stories, works of art and poetry
- interpret religious language
- suggest meanings of religious texts

**Reflect** – this includes the ability to:

- ponder on feelings, relationships, experience ultimate questions, beliefs and practices
- think and speak carefully about religious and spiritual topics

**Empathise** – this includes the ability to:

- consider the thoughts, feelings, experiences, beliefs and values of others
- see the world through someone else's eyes
- develop the power of the imagination to identify feelings such as love, forgiveness, sorrow, joy

**Analyse** – this includes the ability to:

- draw out essential ideas, distinguish between opinion, belief and fact
- distinguish between key features of different faiths
- recognise similarities and differences

**Synthesise** – this includes the ability to:

- link significant feature/s of religion together in a coherent pattern

- make links between religion and human experience

**Express** – this includes the ability to:

- explain concepts, rituals and practices
- identify and express matters of deep concern by a variety of means, not only through words
- respond to religious issues through a variety of media

**Evaluate** – this includes the ability to:

- draw conclusions by reference to different views and using reason to support own ideas
- debate issues of religious significance with reference to experience, evidence and argument.

**Apply** – this includes the ability to:

- apply what has been learnt from a religion to a new situation



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<b>Thinking about religion and belief</b>	Make links between beliefs, stories and practices. Identify the impacts of beliefs and practices on people's lives. Identify similarities and differences between religions and beliefs.	Comment on connections between questions, beliefs, values and practices. Describe the impact of beliefs and practices on individuals, groups and communities. Describe similarities and differences within and between religions and beliefs.	Explain connections between questions, beliefs, values and practices in different belief systems. Recognise and explain the impact of beliefs and ultimate questions on individuals and communities. Explain how and why differences in belief are expressed.	Use religious and philosophical terminology and concepts to explain religions, beliefs and value systems. Explain some of the challenges offered by the variety of religions and beliefs in the contemporary world. Explain the reasons for, and effects of, diversity within and between religions, beliefs and cultures.
<b>Enquiring, investigating and interpreting</b>	Investigate and connect features of religions and beliefs. Ask significant questions about religions and beliefs. Describe and suggest meanings for symbols and	Gather, select, and organise ideas about religion and belief. Suggest answers to some questions raised by the study of religions and beliefs.	Suggest lines of enquiry to address questions raised by the study of religions and beliefs. Suggest answers to questions raised by the study of religions and	Identify the influences on, and distinguish between, different viewpoints within religions and beliefs.
	other forms of religious expression.	Suggest meanings for a range of forms of religious expression, using appropriate vocabulary.	beliefs, using relevant sources and evidence. Recognise and explain diversity within religious expression, using appropriate concepts.	Interpret religions and beliefs from different perspectives. Interpret the significance and impact of different forms of religious and spiritual expression.



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<b>Beliefs and teachings</b> (what people believe)	Describe some religious beliefs and teachings of religions studied, and their importance.	Describe the key beliefs and teachings of the religions studied, connecting them accurately with other features of the religions making some comparisons between religions.	Explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities.	Make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary.
<b>Practices and lifestyles</b> (what people do)	Describe how some features of religions studied are used or exemplified in festivals and practices.	Show understanding of the ways of belonging to religions and what these involve.	Explain how selected features of religious life and practice make a difference to the lives of individuals and communities.	Explain in detail the significance of Christian practices, and those of other faiths studied, to the lives of individuals and communities.
<b>Expression and language</b> (how people express themselves)	Make links between religious symbols, language and stories and the beliefs or ideas that underlie them.	Show, using technical terminology, how religious beliefs, ideas and feelings can be expressed in a variety of forms, giving meanings for some symbols, stories and language.	Explain how some forms of religious expression are used differently by individuals and communities.	Compare the different ways in which people of faith communities express their faith.
<b>Identity and experience</b> (making sense of who we are)	Compare aspects of their own experiences and those of others, identifying what influences their lives.	Ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers.	Make informed responses to questions of identity and experience in the light of their learning.	Discuss and express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.



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<b>Meaning and purpose</b> (making sense of life)	Compare their own and other people's ideas about questions that are difficult to answer.	Ask questions about puzzling aspects of life and experiences and suggest answers, making reference to the teaching of religions studied.	Make informed responses to questions of meaning and purpose in the light of their learning.	Express their views on some fundamental questions of identity, meaning, purpose and morality related to Christianity and other faiths.
<b>Values and commitments</b> (making sense of right and wrong)	Make links between values and commitments, including religious ones, and their own attitudes or behaviour.	Ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues.	Make informed responses to people's values and commitments (including religious ones) in the light of their learning.	Make informed responses to people's values and commitments (including religious ones) in the light of their learning. They will use different techniques to reflect deeply.