

RAW - Year 3 – Skills map

Judaism- What are important times for many Jews?		
R1	I can describe the mitzvot and explain how they guide many Jews to live a good life.	
R2	I can discover why Bar/Bat Mitzvah is important for many Jews as a special stage in their lives.	
R3	I can investigate what a ketubah is and why it is important to many Jews.	
R4	I can produce a ketubah or a promise that a person might make.	
R5	I can explain what Sukkot and Pesach celebrate and how they are celebrated.	
R6	I can interpret the symbolism of eating under a Sukkah.	
R7	I can connect Pesach and Sukkot by describing the links between symbols and stories.	
R8	I can discover what happens at Yom Kippur and describe why it is an important day for many Jews.	
R9	I can convert an area of my classroom to become a reflection area.	
R10	I can describe Shabbat and say why it's important family time.	
R11	I can research how various types of Jews celebrate Shabbat, stating similarities and differences between them.	
R12	I can reflect how my learning has added to my personal worldview.	
R13	I can reflect my learning in my knowledge organiser.	
R14	I can evaluate how well I showed my learning in my knowledge organiser.	

Christianity- What do many Christians believe God is like?		
R15	I can describe the parable of the Lost Son.	
R16	I can reflect that the father was loving and forgiving in the story.	
R17	I can explain how Christians might say that God is forgiving.	
R18	I can retell the parable of The Lost Son.	
R19	I can teach others what the parable means.	
R20	I can connect the meaning of the parable with how many Christians view what God is like.	
R21	I can summarise what the parable means for many Christians.	
R22	I can connect the meaning of the parable with how many Christians show their belief in God as loving and forgiving.	
R23	I can demonstrate how many Christians might worship God.	
R24	I can present a prayer about saying sorry or giving thanks.	
R25	I can debate why forgiving someone could be hard.	
R26	I can compose a song about being forgiven or forgiving others.	

Islam-How does worship show what's important to many Muslims?		
R31	I can explain what the term Tawhid means.	
R32	I can investigate why Allah is important to most Muslims.	
R33	I can summarise what some Muslims might say Allah is like.	
R34	I can explain what the Quran is and say how it is treated.	
R35	I can describe why many Muslims will read the Quran as an act of worship.	
R36	I can identify a mosque as a place of Muslim worship.	
R37	I can research how a mosque might help Muslims to worship.	
R38	I can define the word 'ummah'.	
R39	I can investigate the lived experiences of some Muslims through learning about how they worship and what is important to them.	
R40	I can explain how prayer helps many Muslims to submit to Allah.	
R41	I can describe how a mosque aids worship for a Muslim.	
R42	I can evaluate how praying as a community (ummah) might benefit Muslims.	
R43	I can connect links between Muslim beliefs, texts, stories and practises.	
R44	I can compare my own ideas (e.g. about prayer) with those of others.	

RAW - Year 3 – Skills map

Easter – Salvation- What does Easter mean to many Christians?		
R45	I can retell some important parts of the Easter story.	
R46	I can reflect on how many Christians would feel about these parts of the Easter story.	
R47	I can explain how and why Jesus paid the price for people’s sins.	
R48	I can connect the idea of Jesus’ resurrection with the idea of hope and new life.	
R49	I can find and record signs of Easter from around the church.	
R50	I can explain parts of the story from today.	
R51	I can link these parts to the Easter story, saying why it’s important to forgive.	
R52	I can describe how many Christians ‘save’ others.	
R53	I can make a link that for many Christians, they believe that Jesus brings good news.	
R54	I can design my own picture reflecting on the themes of sadness and happiness.	



What do many Christians learn from the creation story?		
R55	I can summarise that most Christians believe that God made our wonderful world and so it should be looked after.	
R56	I can create a collage of 'gifts from nature'- objects, sounds and feelings.	
R57	I can discuss why it is important to look after our world.	
R58	I can summarise that most Christians believe that God made the world and that God the Creator cares for the creation, including human beings.	
R59	I can explain how Christians believe that God cares for his own creation, including human beings.	
R60	I can summarise what Christians learn from the creation story.	
R61	I can describe ways to look after the world.	
R62	I can reflect on why it's important to look after the earth.	
R63	I can describe why Christians want to look after the earth.	
R64	I can explain what can be learnt from the Creation story.	
R65	I can describe the most important lessons Christians can learn from the Creation story.	
R66	I can evaluate other reasons why nature and humans are important and why we should look after the world and each other.	
R67	I can present a role play to advertise how humans should look after the world.	
R68	I can identify how I can make the world a better place to be.	
R69	I can explain what is important to Christians about why they should look after the world.	
R70	I can summarise what is the most important message to a Christian from the creation story and why.	
R71	I can elaborate my thoughts about my artwork by writing about it.	
R72	I can explore my ideas through using quotes from sacred texts or famous works.	
R73	I can communicate my ideas by reading my work to an audience.	

What is the Golden Rule and why do so many people follow it?		
R74	I can recall what the Golden Rule is.	
R75	I can explain why it is called the Golden Rule.	
R76	I can debate the question about following the Golden Rule being hard sometimes.	
R77	I can investigate how the Golden Rule is part of different religious and non-religious worldviews.	
R78	I can reflect on why I think many people follow the Golden Rule.	
R79	I can design an artwork to show the Golden Rule.	
R80	I can explain what the Golden Rule is and why many people follow it.	
R81	I can reflect what the Golden Rule means to my own life.	

RAW - Year 4 – Skills map



How do many Humanists/ non-religious people celebrate new life?		
R29	I can describe some rites of passage in life and say how they are celebrated.	
R30	I can define what Humanism is and say what is important to many Humanists.	
R31	I can research how some Humanists celebrate new life.	
R32	I can collaborate with others to plan and dramatise a naming ceremony.	
R33	I can compose a welcome poem for a new baby.	
R34	I can question a Humanist about how a naming ceremony is important.	
R35	I can explain how many Humanists celebrate new life.	
R36	I can respond to what I have learnt and express my own ideas about new beginnings.	

Sikhi- What do many Sikhs value?		
R1	I can describe and explain the importance of Guru Nanak to most Sikhs.	
R2	I can describe the Guru Granth Sahib Ji and explain why it's important to many Sikhs.	
R3	I can describe where Sikhs may worship and can recall that the gurdwara is the home of the Guru Granth Sahib Ji.	
R4	I can summarise the three main duties of a Sikh as 'Pray, work and give'.	
R5	I can evaluate why equality is important to many Sikhs.	
R6	I can identify the special symbols for Sikhs and explain their meaning.	
R7	I can investigate why some Sikhs chose to be part of the Sikh Khalsa.	
R8	I can describe and reflect how a Sikh's beliefs might impact their life.	
R9	I can reflect how I might apply ideas about duties and equality to my life and the lives of others.	
R10	I can present my ideas about what many Sikhs value in a creative way.	

Christianity- What is it like to follow God?		
R11	I can retell the story of Noah's Ark.	
R12	I can summarise Noah's covenant (promise) with God.	
R13	I can explain what the story might mean to Christians today.	
R14	I can ask some questions about the story, its symbols and its meaning.	
R15	I can define promises many Christians believe they need to keep with God.	
R16	I can connect this to promises people make in the world around us.	
R17	I can design our own promise and a way to remember it.	
R18	I can describe a traditional Christian wedding.	
R19	I can connect symbols with promises.	
R20	I can discuss promises made and kept.	
R21	I can reflect on my own thoughts about "Where is God?"	
R22	I can plan how we are going to show this through art, thinking about what materials we will use.	
R23	I can reflect on our own thoughts about "Where is God?"	

RAW - Year 4 – Skills map



Salvation- Why do many Christians call the day Jesus died, Good Friday?

R37	I can recall what happened on Palm Sunday, Good Friday and Easter Monday.	
R38	I can describe how Mary (mother of Jesus) felt on each of these days.	
R39	I can describe what Christians believe about the events of Holy week and why they happened.	
R40	I can retell the events of Holy Week.	
R41	I can describe how Christians might feel about each part of Holy Week.	
R42	I can describe what Christians believe about the events of Holy week and why they happened.	
R43	I can research how churches celebrate Palm Sunday, Good Friday or Easter Sunday.	
R44	I can explain how Christians might feel during the main parts of Holy Week.	
R45	I can interpret feelings about Easter Sunday into an artwork which also represents how these feelings are felt in the world today.	
R46	I can compose an answer to the key question to the unit, justifying my reasons.	

What is the Trinity?

R47	I can describe the meaning of 'Baptism' and 'Gospel'.	
R48	I can explain that Christians want to understand God better and so try to describe God using text and art.	
R49	I can reflect on what the Trinity means to some Christians today.	
R50	I can describe what the Trinity is.	
R51	I can explain what is meant by the Grace.	
R52	I can describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.	
R53	I can describe two different things many Christians believe about God.	
R54	I can connect ideas between Christian beliefs about God and symbols or words used in Christian artwork or poetry.	
R55	I can research the views of a range of people about their beliefs about God.	
R56	I can compose an answer to the key question to the unit, justifying my reasons.	
R57	I can design a piece of art to represent the Trinity.	

How do people use their creativity to express their beliefs?

R58	I can connect links between some colours used in church, the church year and stories of Jesus.	
R59	I can describe how vestment colours express the church year, making links with specific festivals such as Easter and Christmas.	
R60	I can choose the right words to describe why sacred texts continue to be important to many religious people today.	
R61	I can demonstrate that I understand how sacred texts express some beliefs and values for the believer.	
R62	I can retell a Christian story through dance.	
R63	I can describe why some Muslims dance, noticing what matters to dancers from this faith.	
R64	I can describe the rules of Islamic art.	
R65	I can describe what nasheeds are.	
R66	I can ask questions and investigate answers about the use of music in Islam.	
R67	I can explain what each of the food and activities studied remind Jewish people about.	
R68	I can think, talk and ask questions about what can be inferred from Sikh stories about God and Sikh ways of living.	
R69	I can create my own piece of work that shows my own worldviews.	

RAW - Year 5 – Skills map

What does it mean to be part of a synagogue community?		
R1	I can explain the purpose/ role of the mezuzah and the Shema.	
R2	I can research which religious items are used and kept in a synagogue.	
R3	I can evaluate if all Jews believe in the same way.	
R4	I can describe how the Torah is shown respect.	
R5	I can describe what the term Mitzvot means.	
R6	I can explain what some of the Mitzvot from the Torah are.	
R7	I can describe how the Torah is shown respect and what impact this has on the synagogue community.	
R8	I can examine what worship means to members of a synagogue community.	
R9	I can explain the connections between worship in the home and in the synagogue.	
R10	I can identify the term Tzedek as meaning giving to charity.	
R11	I can research why Tzedek is important to the synagogue community.	
R12	I can recognise the term Tikun Olam as meaning 'repairing the world'.	
R13	I can explain how members of the synagogue community strive to live in harmony.	
R14	I can evaluate what it means to be part of a synagogue community and show this in my learning.	
R15	I can reflect on how my learning has added to my personal worldview.	

Christianity- What would Jesus do?		
R21	I can describe what a parable is.	
R22	I can explain what the parable of the Two-House Builders means, saying why Jesus told this story.	
R23	I can compare where non-Christians might get their foundations for life.	
R24	I can describe the healing of the Centurion's servant.	
R25	I can discuss how Christians might interpret the Bible differently.	
R26	I can explain that prayer can help someone who is sad, worried, lonely or wants to follow Jesus.	
R27	I can describe how prayer might be used in some different aspects of Christian community life.	
R28	I can connect links between my own ideas about praying and Christian practice.	
R29	I can interpret the meaning of Mother Teresa's ideas and prayers.	
R30	I can describe ways in which Mother Teresa put Jesus' teaching into action.	
R31	I can interpret meaning from the story of Mother Teresa making connections between sayings of Jesus and my own ideas.	
R32	I can summarise why Christians want to follow the words of Jesus.	
R33	I can describe ways in which Christians put Jesus' teaching into action.	
R34	I can make connections between sayings of Jesus and my own ideas.	

What helps Muslims to live a good life?		
R35	I can describe how a belief in Allah can affect everyday life.	
R36	I can name three examples of the 99 names for Allah and suggest what they mean.	
R37	I can explain ways in which a belief in Allah might affect the decisions of Muslims and the challenges this might present.	
R38	I can investigate what might motivate Muslims to pray.	
R39	I can interpret meanings for Hadith studied.	
R40	I can explain how some Hadith can affect Muslim beliefs.	
R41	I can connect how a belief in angels would affect how a Muslim might lead their life.	
R42	I can investigate and record information about the charity Islamic Relief.	
R43	I can summarise what might motivate a Muslim to give to charity and what effect this would have on their life.	
R44	I can explain what rituals happen on Haj and what difference these make to the lives of many Muslims.	
R45	I can summarise why the pillars are so important to the Muslim community.	
R46	I can connect ideas between Islam and other worldviews.	

RAW - Year 5 – Skills map

Salvation- What did Jesus do to save human beings?		
R47	I can summarise how different characters felt during different parts of the Holy Week and say why.	
R48	I can suggest reasons for why Jesus had to die.	
R49	I can say who was responsible for Jesus' death and explain why.	
R50	I can describe how Jesus saved the lives of people.	
R51	I can collaborate with my group to explore how Christians may interpret Jesus' actions.	
R52	I can describe how Jesus' death and resurrection is remembered throughout the year.	
R53	I can explain the significance of the bread and wine as part of the Eucharist.	
R54	I can design a new way for Christians to remember the Salvation brought by Jesus.	
R55	I can debate reasons for and against the worth of sacrifice.	
R56	I can design a school/ community/world charter, saying how people could make sacrifices in order to make things better in the world.	
R57	I can collaborate with my group to devise a quiz based on the unit.	
R58	I can evaluate the effectiveness of my knowledge organiser.	

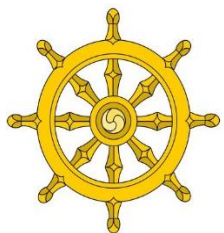
When Jesus left, what was the impact of Pentecost?		
R59	I can retell the story of Pentecost.	
R60	I can explain that most Christians believe that Jesus is still alive, and rules in their hearts and lives by the Holy Spirit, if they let him.	
R61	I can create a piece of artwork to show the whole story of Pentecost.	
R62	I can comment on an artwork and write a diary entry from a different perspective.	
R63	I can evaluate what Pentecost means to some Christians now.	
R64	I can investigate ways in which the Holy Spirit helps some Christians.	
R65	I can reflect on why the Holy Spirit is important to many Christians now.	
R66	I can explain the meaning of the Lord's Prayer.	
R67	I can design a banner for the church to celebrate Pentecost.	
R68	I can summarise what life was like for the disciples before and after Pentecost.	
R69	I can use John 14:16–17 to help me to reflect on how might the Holy Spirit help some Christians.	
R70	I can compare what life might have been like for many Christians if Jesus didn't care about them.	

What can be done to reduce racism? Can religion help?		
R71	I can identify and talk about what makes examples of racism unfair.	
R72	I can suggest what believers might think about racism from sacred texts that promote fairness and goodness.	
R73	I can connect ideas between the teaching of sacred texts and what fairness means.	
R74	I can offer my own ideas about how to reduce racism.	
R75	I can explain the links between different cases of racism using the words 'stereotype' and 'prejudice'.	
R76	I can identify and talk about the issue of who should have a statue to remember them by.	
R77	I can interpret a Bible text which calls for equality.	
R78	I can connect ideas and discuss contrasts between the two stories of Edward Colston and John Wesley.	
R79	I can debate the topic of whether or not we should remember slave owners by using statues.	
R80	I can present an idea of my own about how we should remember people like Colston and Wesley.	
R81	I can write and present a dialogue between Colston and Wesley.	
R82	I can summarise ways to live peacefully and respectfully.	
R83	I can connect values in different religions and my own values.	
R84	I can collaborate with others to present views about what unites and what divides humanity.	

RAW - Year 6 – Skills map

Was Jesus the Messiah?

R19	I can explain where Incarnation and the Messiah feature within the 'big story' of the Bible.	
R20	I can describe what the Prophecies thought the Messiah would be like.	
R21	I can research the Bible for evidence that presents Jesus as the Messiah.	
R22	I can identify evidence in the Bible that shows Christians believed the Messiah was Jesus.	
R23	I can compare Jesus and the Jewish expectation of the Promised King .	
R24	I can identify ways in which Christmas is celebrated and connect with my learning about sociology from year 4.	
R25	I can explain why Christians believe that Christmas should be about Jesus Christ.	
R26	I can compare my own ideas with Jewish and Christian beliefs.	
R27	I can evaluate if a messenger is necessary in the world today.	



What is the Buddhist way of life?

R1	I can describe the story of Prince Siddhartha.	
R2	I can explain what Buddhism is and how it began.	
R3	I can define that most Buddhists do not worship a God like most other world religions.	
R4	I can explain the following key terms: karma, Samsara and Nirvana.	
R5	I can express clear views about this belief and compare them with my own.	
R6	I can summarise how Karma might affect the lives of some Buddhists.	
R7	I can describe the Four Noble Truths.	
R8	I can explain how a Buddhist's way of life might be affected by the 4 Noble Truths.	
R9	I can describe how the 4 Noble Truths make me reflect on my ideas about suffering.	
R10	I can explain why many Buddhists follow the Eightfold Path.	
R11	I can investigate how the Eightfold Path might affect the life of a Buddhist.	
R12	I can demonstrate how the Eightfold Path might present challenges for some Buddhists.	
R13	I can describe the differences between worship and meditation.	
R14	I can explain that Buddhists achieve enlightenment through meditation.	
R15	I can describe and name artefacts that help many Buddhists to meditate.	
R16	I can create my own meditation script.	
R17	I can summarise in words and through art ideas about the Buddhist way of life.	
R18	I can reflect how my learning has added to my personal worldview.	

What helps many Hindus to worship?

R32	I can describe Brahman as being the Hindu Supreme Being.	
R33	I can interpret how and why Brahman has different representations.	
R34	I can collaborate with my group to research and present information about specific deities and say how these are used in worship.	
R35	I can define what puja is and describe what it involves.	
R36	I can explain the purpose and significance of items on the puja tray.	
R37	I can identify similarities between puja in the home and puja in a mandir.	
R38	I can describe some Hindu sacred texts and say how they can be used in worship.	
R39	I can work collaboratively to plan a dance/drama based on Hindu religious story.	
R40	I can work collaboratively to perform a dance/drama based on Hindu religious story.	
R41	I can interpret a traditional Hindu story and say how it might help Hindus to worship.	
R42	I can investigate how the River Ganges is a place of pilgrimage for many Hindus.	
R43	I can summarise my learning to answer the key question for this unit.	

RAW - Year 6 – Skills map

Creation and science- conflicting or complimentary?

R57	I can describe Genesis 1 in my own words to describe a view of creation.	
R58	I can define the terms cosmology and evolution.	
R59	I can investigate why some Christians disagree about the genre and purpose of Genesis 1.	
R60	I can define the terms complimentary and conflicting.	
R61	I can think of questions to ask about Genesis 1.	
R62	I can give reasons why some people might say that Creation and science are in conflict or complementary.	
R63	I can identify that many Christians celebrate God as Creator.	
R64	I can compare that some Christians are scientists and interpret Genesis 1 in different ways.	
R65	I can research information about a Christian scientist and write questions to him/ her about how they read Genesis 1.	
R66	I can give an explanation/creative response for my answer, justifying it with evidence or examples.	

What difference does the resurrection make to many Christians?

R44	I can describe what the terms 'incarnation' and 'resurrection' mean.	
R45	I can write and perform a playscript to match part of Luke's Gospel.	
R46	I can explain why Christians believe in Jesus' resurrection.	
R47	I can explain that belief in Jesus' resurrection, confirms to most Christians, that Jesus is God incarnate and that death is not the end.	
R48	I can compare how different denominations of Christians worship on Good Friday and Easter Sunday.	
R49	I can reflect on changes in emotions for Christians between Good Friday and Easter Sunday.	
R50	I can explain why Easter Sunday is seen as a day of hope for Christians.	
R51	I can explain why hymns are a form of Christian worship.	
R52	I can reflect on changes in emotions for Christians between Good Friday and Easter Sunday.	
R53	I can interpret the meaning of Jesus' death, making links with the idea of Jesus 'saving' people by cheating death.	
R54	I can debate my own opinions about the resurrection.	
R55	I can evaluate my opinions of what difference a belief in the resurrection might make to Christians who face problems and challenges.	
R56	I can reflect on how people respond to problems and challenges in the world today.	

Journeys

R67	I can reflect on my life as a journey.	
R68	I can recognise that everyone's life journey is different.	
R69	I can describe significant events in my life.	
R70	I can reflect that there are different types of journeys.	
R71	I can research the lives of other people of faith and belief and say how their journey through life changed.	
R72	I can research the impact of beliefs and practises on different people's life journeys.	
R73	I can reflect on what inspires and influences me in my life journey.	
R74	I can summarise my own views on the idea of our primary school journeys ending.	

