




Vertical concepts

	Sacrifice	Knowledge and Meaning	Human Context
EYFS	<ul style="list-style-type: none"> •There are lots of people who help us. 	<ul style="list-style-type: none"> •People have senses. •People must decide what is right and wrong. 	<ul style="list-style-type: none"> •People have differences and similarities expressed through clothes, food, celebrations and special objects. •People can be different but still belong.
Year 1	<ul style="list-style-type: none"> •Christians believe Jesus was a special baby, the incarnation of God, a saviour. •In Genesis humanity was divided from God by Adam & Eve’s disobedience. 	<ul style="list-style-type: none"> •Stories from sacred texts teach people how to behave. •Stories help some people understand the world. •Some people ask big questions and try to answer them using reason. 	<ul style="list-style-type: none"> •People show they belong through special objects, buildings, worship, celebrations and rites of passage. •People show their beliefs on their own and in groups. •Person, Time & Place: Jesus (Jewish), about 2000 years ago, Judea (Israel)
Year 2	<p>Christians believe Jesus sacrificed his life to save the people he loved</p>	<ul style="list-style-type: none"> •Stories from sacred texts teach people about right and wrong •Concepts such as freedom are hard to define but have huge human significance. •People use their senses to try to understand the world 	<p>People express their beliefs through special objects, buildings, worship, celebrations and rites of passage</p> <ul style="list-style-type: none"> •Different groups express their beliefs in different ways •Person, Time & Place: Moses (Hebrew), about 3400 years ago, Egypt
Year 3	<ul style="list-style-type: none"> •Christians believe Jesus was a person of the Trinity, God in human form, sent to guide and save God’s people. •In Islam, submission to the will of Allah can involve commitments of time, money and effort. 	<ul style="list-style-type: none"> •Teachings from sacred texts help some people make moral decisions •Ideas of ‘morality’ and responsibility are complex •Ideas about what is true can be critically examined using logic and reasoned argument. 	<ul style="list-style-type: none"> •Individual expression of belief can impact everyday life, this can show diversity within as well as between worldviews. •Some people express religious symbolism through creative arts, others don’t. •Person, Time & Place: Muhammad (Muslim), about 1400 years ago, Mecca (Saudi Arabia)

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Year 4	<ul style="list-style-type: none"> Historically, the Abrahamic faiths required sacrifice of animals to honour God. Abraham was honoured by God for his willingness to sacrifice his son on Gods command. Christians believe Jesus was the Ultimate Sacrifice, bringing people back to God’s presence. In Islam and Christianity, personal self-sacrifice in the form of action and charity is important. 	<ul style="list-style-type: none"> People can interpret Truth in different ways (Plato’s cave), humans are limited by experience. Teachings from sacred texts can inspire people’s actions, e.g. sacrifice, charity and service. <p>Most human beings have a sense of moral justice.</p>	<ul style="list-style-type: none"> Expression of belief can be seen locally, nationally and internationally (local focus – places of worship or contribution to local community). Events in history and human conflict have impacted (Islamic) diversity. Person, Time & Place: Dr Hany El-Banna (Muslim), 1980s, Birmingham Person, Time & Place: Edith Cavell (Christian), 1865-1915AD, England & Belgium
Year 5	<ul style="list-style-type: none"> In Hindu Dharma, fulfilling your duty may involve personal sacrifice. Christians believe Jesus fulfilled the prophecies of the Old Testament of the coming of a Messiah, a saviour. 	<ul style="list-style-type: none"> Many human beings see they have responsibilities to others and the world. Buddhist Dharma seeks to end suffering through reaching enlightenment. Evidence for God’s existence is contested but still sought. 	<ul style="list-style-type: none"> Events in history in different places have impacted (Christian) diversity. Religious worldviews have significant impact on arts and culture. Person, Time & Place: Siddhartha Gautama (The Buddha), about 2500 years ago, Northern India Person, Time & Place: George Frederick Handel (German), 1685-1759AD, UK.
Year 6	<ul style="list-style-type: none"> In Christianity, belief in Jesus’ death and resurrection is important as it brings people to salvation. In many worldviews, personal self-sacrifices or living a good life have beneficial, future consequences. 	<ul style="list-style-type: none"> Different belief systems influence ideas of life’s meaning and purpose. Philosophers cannot prove what happens after we die so seek explanations, some of which consider body and soul as separate. <p>Ideas of what happens after we die give meaning to human action on earth.</p>	<ul style="list-style-type: none"> Diversity within groups leads to diversity of expression (local, national, Global). Places and celebrations have significance to individuals and communities (in Hindu Dharma). Person, Time & Place: Diverse philosophers through time.

Disciplinary Skills

	Theology (Beliefs) Theologians ... 	Philosophy (Thinking) Philosophers ... 	Social Sciences (Living) Social Scientists ... 
Year 1	<ul style="list-style-type: none"> •Link the story of the Nativity with Christianity. •Understand that Christians believe Jesus was a special baby, the incarnation of God. •Recognise Christians show how important Christmas is by getting ready during Advent. •Link that Christians and Jewish people share the same story of how the world was created by God, found in the Bible and the Torah. •Connect that the creation story teaches Christians and Jewish people that they have a responsibility to look after God’s creation. •Consider the belief that the Creation story shows that God had a special relationship with humans, but human beings make mistakes. 	<ul style="list-style-type: none"> •Can think about whether the Genesis story of Creation makes sense. •Ask questions about things that are puzzling. •Look for answers to questions about belief about where the world came from. •Question if stories are real or made up and link with what people might learn from a story. 	<ul style="list-style-type: none"> •Recognise that people look at the world in different ways. •Recognise that people choose to belong to different groups. Some people choose to belong to a religion. •Link that Christian and Jewish people use symbols, artefacts and actions to show they belong. •Link that many Jewish people remember the story of creation by resting on the 7th day. •Recognise that Jewish families celebrate Shabbat in diverse ways. •Link artefacts, words and practices during Shabbat as a way of expressing belief and belonging. •Recognise how Christians express God’s importance in their lives. •Use vocabulary of Prayer, Praise and Worship and recognize these are shown in different ways.
Year 2	<ul style="list-style-type: none"> •Retell stories about Jesus and link with Christian ideas about God and how to behave. •Retell parables and suggest what they reveal about God and how to behave. •Retell stories about Jesus and link with Christian ideas about God and how to behave. •Link events of Holy Week with Christian beliefs about Jesus. •Link concepts and vocabulary of incarnation, sacrifice, resurrection and salvation. •Beliefs about Easter are expressed in diverse ways. 	<ul style="list-style-type: none"> •Ask questions about the story of Moses •Think about what it means to “know” something. •Suggest a reason why a Jewish person might believe elements of the story. •Connect the story of the Jewish slaves being freed with ideas of right and wrong. •Consider why freedom is important and how it is expressed in the Seder meal. •Ask questions about practices from Hindu communities. •Consider how we can find out about something using our senses. •Recognise how many Hindu communities express their ideas about Hindu Dharma through the senses. 	<ul style="list-style-type: none"> •Connect correct vocabulary with religious groups. •Recognise evidence of belief in the local community. •Identify how beliefs impact peoples’ choices of in everyday life, including local special places. •Use correct vocabulary to name items and celebrations important in Hindu Dharma. •Link beliefs with evidence in the community. •Identify how artefacts and practices are used in everyday life to show belonging.

RWV Progression at Nova Primary Academy

Year 3	<ul style="list-style-type: none"> •Consider how some Christians might interpret Biblical text. •Infer how Christian/Islamic beliefs developed based on events. •Consider that questions of the reliability of scripture are complex influenced by: authorship, audience, purpose, genre, translation and history. •Recognise there are differences within Christianity, such as versions of the Bible. •Interpret the Bible to try to understand the concept of God as Trinity: Father, Son & Holy Spirit. One but also three. •Recognise that the Trinity is inherently mysterious, and Christians try to make sense of it in different ways. •Understand the significance of the Qur'an being considered the word of God revealed to Muhammad as the Final Prophet. •There are differences within Islam, such as Sunni & Shia. <p>Consider how beliefs shape how some people see the world.</p>	<ul style="list-style-type: none"> •Identify philosophical questions •Decide if a Christian belief about morality makes sense and give reasons why. •Recognise that ideas of right and wrong are difficult to define. •Consider that people have different answers to questions about the world. Humanists believe they can still be "good without God." •Identify logical arguments •Decide if a belief makes logical sense and give reasons why. •Recognise that claims of truth based on faith are difficult to examine logically. •Consider that people have different answers to questions about the world and seek answers in different places. 	<ul style="list-style-type: none"> •Identify similarities and differences in how artists have tried to express the Trinity •Recognise that the Islamic belief in Allah as one is called Tawhid and is expressed in different ways including the Call to Prayer, whispered in a baby's ear and the Shahadah. •Consider evidence of the influence of the 5 Pillars of Sunni Islam on daily life. •Recognise that there is diversity within Islamic schools of thought e.g. Sunni & Shia and in Ijtihad, interpretation of text. <p>Identify how belief can be expressed in similar and diverse ways depending on individual worldview within Islam.</p>
Year 4	<ul style="list-style-type: none"> •Recognise of how believers might interpret different texts in different ways. •Identify the influence of historical events of Easter on Christian worldviews. •Identify similarities and differences within and between the Abrahamic faiths. •Identify how belief in God as most important might influence a person's life, how they view the world and other people. •Identify the influence of historical events on the development of Islam. •Identify similarities and differences within Islamic schools of thought. •Consider how beliefs might influence a Muslim's life, how they view the world and other people. 	<ul style="list-style-type: none"> •Discuss our understanding of the concepts of knowledge, belief and opinion. •Consider philosophical ideas of truth, doubt and reality. •Understand some reasons why people answer philosophical questions in different ways. •Connect strongly-held beliefs with human behaviour including a willingness to die for the sake of "truth". •Describe different philosophical answers to questions about poverty, justice and sacrifice. •Begin to decide whether religious reasoning is expressed clearly and suggest more than one point of view. •Consider ethical and moral ideas about poverty and justice from differing viewpoints, considering why there are differences. 	<ul style="list-style-type: none"> •Describe similarities and differences in how people contribute to society in Islam and Christianity (locally & nationally). •Recognise ways beliefs impact peoples' choices in everyday life, community & society. •Recognise that individual and community action can shape beliefs. •Consider what data can tell us about religion locally, nationally and internationally. •Recognise that the reliability of data must be considered. •Seek evidence of lived religion in our local area.

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<p>Year 5</p>	<ul style="list-style-type: none"> •Describe different interpretations of the Ramayana. •Consider if sources of Hindu scripture are reliable. •Describe theological similarities and differences within and between worldviews. •Describe how beliefs about Dharma might influence a Hindu's life, how they view the world and other people. •Describe the influence of historical events on worldviews. •Describe how Buddhist beliefs might influence a person's life, how they view the world and other people. •Interpret Biblical text. •Describe how beliefs might influence a Christian's life. 	<ul style="list-style-type: none"> •Explain the Buddha's philosophical answers to questions about the world. •Explain the Buddhist answers to ethical questions and show awareness of diversity of opinion. •Explain different philosophical answers to questions about God's existence. •Explain some philosophical approaches to the abstract concept of God's existence. •Explain if an argument for God's existence seems logical. 	<ul style="list-style-type: none"> •Recognise that 'religion' and 'belief' mean different things in Dharmic and Abrahamic faiths. •Recognise that conversations about religion and belief are complex •Explain similarities and differences of forms of expression within Hindu Dharma (locally & nationally). •Explain ways beliefs impact choices in individuals' lives, community & society. •Explain how belief has been expressed in similar and different artistic forms within Christianity. •Describe how individuals, community & society can shape beliefs.
<p>Year 6</p>	<ul style="list-style-type: none"> •Explain how the Gospels connect with Christian beliefs and discuss their reliability. •Explain theological similarities and differences within Christian worldviews. •Explain how beliefs in Jesus' resurrection might influence a Christians life, how they view the world and other people. •Explain how the Genesis text connects with beliefs and discuss the reliability of the source. •Explain that religious texts can be interpreted in different ways by different believers. •Explain how beliefs about creation and science might influence a person's life, how they view the world and other people. 	<ul style="list-style-type: none"> •Begin to evaluate some philosophical approaches to abstract concepts such as meaning and existence. •Begin to analyse if an argument is logical and show awareness of divergent opinions. •Use appropriate evidence to support or counter an argument. •Begin to explain connections between beliefs and behaviour. 	<ul style="list-style-type: none"> •Begin to evaluate similarities and differences of forms of expression within worldviews (locally, nationally & globally) •Describe how beliefs impact choices in individuals' lives, community & society. •Explain how the context of individuals, community & society can shape beliefs •Begin to evaluate how 'religion' and 'belief' mean different things depending on people's religious or non-religious worldview. •Recognise that conversations about religion and belief can be controversial.