Religion and worldviews

Progression of knowledge and skills

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Introduction

This progression of skills and knowledge document shows how pupils progress in each of the Kapow Primary Religion and worldviews (R&W) strands: **Substantive knowledge, Disciplinary knowledge** and **Personal knowledge.** These strands and the design and approach of our curriculum are explained further in Religion and worldviews: Long-term plan.

The grey boxes at the top of each page show how the strand links to the Religious Education Council's Curriculum framework for Religious Education in England and its attainment targets for KS1 and KS2:

> **A1 Curriculum framework attainment target for KS1**: Recall and name different **beliefs** and **practices**, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.

This document is regularly updated to reflect changes to our scheme. This version was created on 05.09.24 and the most up to date version can always be found here.

Grammar note: God can be used as a common noun or a proper noun, which means it is written as 'god' in some cases and 'God' in others.
When referring to a specific, singular deity it is a proper noun, or name, therefore a capital is used, e.g. 'Many Christian people believe God created the world' or 'Brahma is a name used for God in the Hindu tradition.'
When referencing god more generally, or referring to more than one god, a lowercase g is used, e.g. 'People have different beliefs about gods' or 'Some religions have a god or gods as a focus for worship and prayer.'
If you are unsure, it can help to imagine replacing the word god with a person's name; if the name would make sense in the sentence, it is being used as a proper noun and should therefore be capitalised.

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Different types of knowledge in R&W

Substantive knowledge

This strand consists of two elements: Conceptual knowledge and Worldview-related knowledge.

The Conceptual knowledge statements show how pupils' knowledge builds in their understanding of: Beliefs, practices, wisdom and morality, community and belonging across all religions and worldviews. The worldview-related knowledge statements show the knowledge that is covered within the units, that is relevant to a specific religion or worldview.

Conceptual knowledge must be retained for pupils to be able to progress through the scheme, as they will be expected to develop their understanding of abstract concepts, building on what has gone before.

Worldview-related knowledge enables pupils to develop their conceptual knowledge through specific examples, but does not usually need to be retained by all pupils for them to be able to make progress in R&W.

Disciplinary knowledge

This document outlines how pupils gain and apply disciplinary knowledge in RE throughout the enquiry cycle, with further details available in the Long-term plan.

Personal knowledge

This strand enables children to think about their own positionality, their perspective and how it might influence their learning, and to consider their own worldview personally and in relation to others. Further explanation of personal knowledge and how it interacts with substantive and disciplinary knowledge can be found in the Long-term plan.

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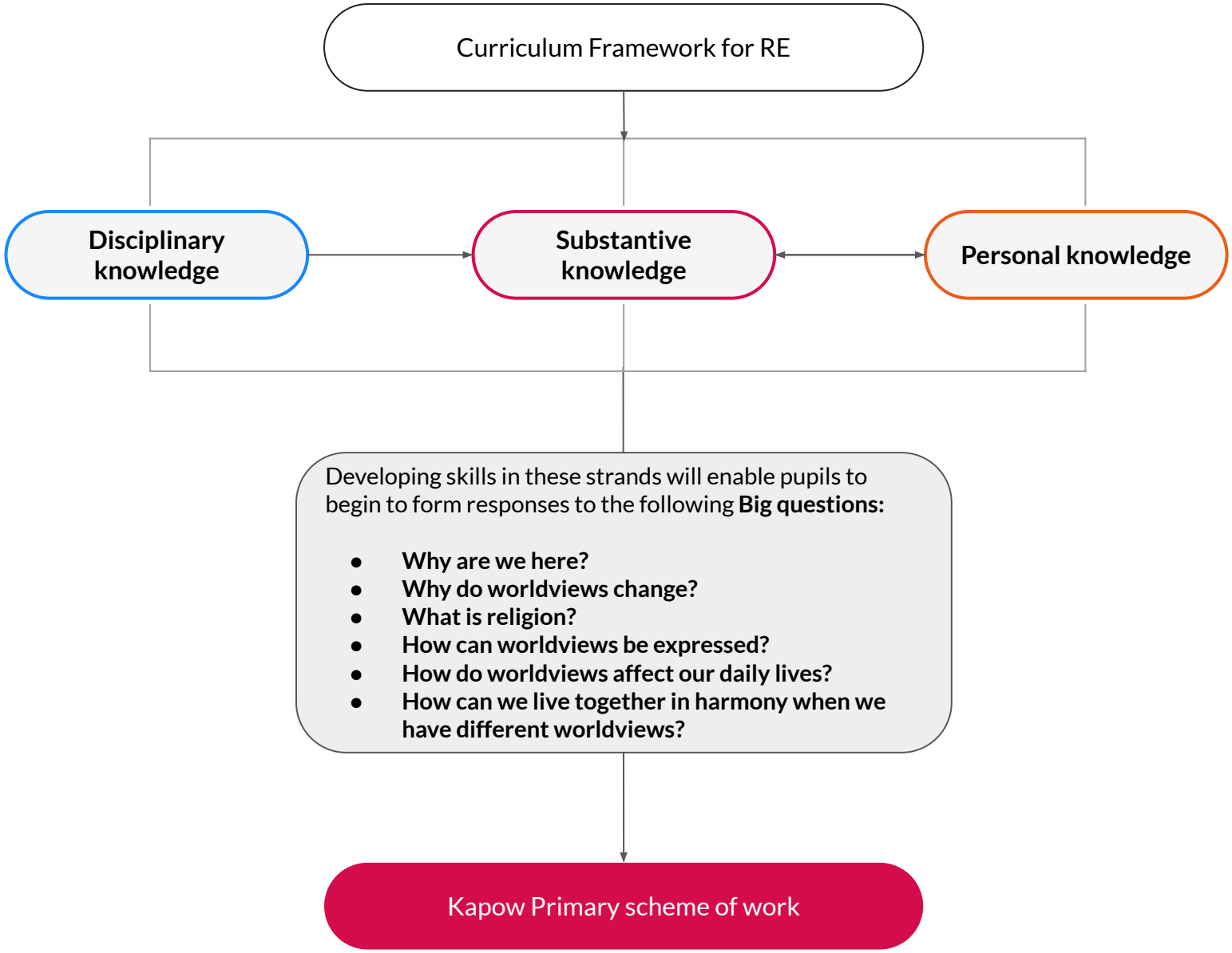
How is the RE scheme of work organised?



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EYFS: Reception	
Beliefs	To know that beliefs are things people think are true. To know that some people have different beliefs about God. To know that there are groups of people who have similar beliefs.
Practices	To know that some objects are special to different people for different reasons. To know that special objects should be treated carefully. To know how and why some people celebrate special times.
Wisdom and morality	To know that stories can help us to learn how to behave. To know that some stories are special to different people for different reasons. To know that speaking to others can help us to learn.
Community and belonging	To know that some places are special to different people for different reasons. To know that there are people in the community who help others to explore their beliefs and guide them. To know that being part of a community is important to many people.

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Substantive knowledge

A1 Curriculum framework attainment target for KS1: Recall and name different **beliefs** and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.

B3 Curriculum framework attainment target for KS1:
Notice and respond sensitively to some similarities between and within different religions and worldviews.

Beliefs	Year 1
Conceptual knowledge	• To know that to believe is when we accept something is true, especially when we do so without proof. • To know that some people believe God exists as a powerful, non-human being. • To know that in some religions, followers believe in one supreme being or God who is loving. • To know that people have different ways of understanding God on earth (incarnation). • To know that some people believe that humans have a special relationship with God. • To know that there are different names for God. • To know that there are different ways to refer to and represent God. • To know that people have different ideas about the role of God.
Worldview - related knowledge	To know that some people who follow the **Jewish** worldview: -Believe in one existence of one God. -Believe that God created the world and the first people. -Believe that God made humans stewards over nature. -Believe that God has a special relationship with the Jewish people. To know that some people who follow the **Christian** worldview: -Believe in the existence of one God. -Believe that Jesus is the son of God and that God is present on Earth. -Believe that God created the world and the first people. -Believe that God made humans stewards over nature. -Believe that all people are children of God and therefore equal. -Believe that God performed miracles through Jesus. To know that some people who follow the **Muslim** worldview: -Believe in the existence of one God. -Believe that God created the world and the first people. -Believe that God made humans stewards over nature. -Believe that God is the creator of all things. To know that some people who follow the **Hindu** worldview; -Believe in the existence of one God. -Believe God created the world and everything in it and this is part of a cycle of many universes that will be created. -Believe that God has many forms which help them understand and engage with God. -Believe that God is in all living things. To know that some people who follow the **Zoroastrian** worldview: -Believe in the concept of a spiritual entity called Ahura Mazda (Lord of Wisdom) to help them distinguish right and wrong and to make their own choices. -Believe that God created the universe. -Believe God to be fighting the battle between good and evil.

*Please note that it is not necessary for pupils to be able to recall all of the worldview-related knowledge, but having a sound understanding of it when studying the units will support pupils in developing their conceptual knowledge over time.

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Progression of knowledge

Substantive knowledge

A1 Curriculum framework attainment target for KS1: Recall and name different **beliefs** and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.

B3 Curriculum framework attainment target for KS1:
Notice and respond sensitively to some similarities between and within different religions and worldviews.

Beliefs	Year 2	
Conceptual knowledge	• To know that some people believe god performed miracles in the past. • To know that some people believe there are people who are chosen for a special purpose by God. • To know that a prophet is someone who talks about God's plan or will. • To know that some people believe that God has made a promise between himself and his people. • To know that prayer means communicating with God.	
Worldview - related knowledge	To know that some people who follow the **Jewish** worldview: -Believe the stories of Abraham, Noah and Moses show God's promises. -Believe one of God's miracles to be the lasting oil in the temple (Hanukkah). -Believe Jesus was a Jewish leader and teacher. To know that some people who follow the **Christian** worldview: -Believe God to be good and generous in providing for humans. -Believe Jesus' birth to be one of God's miracles. -Believe that aspects of the nativity story show that Jesus was special. -Believe that many prophets told of Jesus' birth before it happened. -Believe Noah, Moses and Jonah were prophets (of many others).	To know that some people who follow the **Muslim** worldview: -Believe that they can communicate with God through prayer. -Believe there were other prophets, including Jesus, Abraham, Moses and Noah. -Believe Muhammad was specially chosen and the last prophet. To know that some people who follow the **Hindu** worldview: -Believe that they can communicate with God through prayer. To know that some people who follow the **Sikh** worldview: -Believe there is a God and Guru Nanak revealed the truth about God. -Believe Gurus to be inspired by God and some may have been specially chosen at birth. To know that some people who follow the **Alevi** worldview: -Believe that they can communicate with God through prayer.

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Substantive knowledge

A3 Curriculum framework attainment target for KS2: Explore and describe a range of **beliefs,** symbols and actions so that they can understand different ways of life and ways of expressing meaning.

B1 Curriculum framework attainment target for KS2: Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.

B3 Curriculum framework attainment target for KS2: Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.

Beliefs

Year 3

Conceptual knowledge

- To know that there are organised and personal worldviews and religious beliefs fit into both of these.
- To know that soul means a person's spiritual and emotional sense of identity.
- To know that some people believe all living things have a soul and that it is immortal.
- To know that spirituality is connection with inner self, immaterial things and belief of something beyond oneself.
- To know that some people believe spirituality and soul to be unique to humans.
- To know that some people believe connection with a god to be a spiritual experience.
- To know that actions have consequences and that people think differently about what these are.
- To know that forgiveness is cancelling out wrongdoing or removing punishment.
- To know that religious and non-religious people have ideas about the relationship between God and humans.

Worldview related knowledge

To know that some people who follow the **Hindu** worldview:
-Believe that Brahma's (God's) spirit is within every living thing as everything comes from him.
-Believe that karma is affected by actions.

To know that some people who follow the **Christian** worldview:
-Believe that they can be forgiven by God if they repent of wrongdoing.
-Believe they will be judged by God on how they have lived.
-Believe Eve to have been the first person to sin (do wrong).
-Believe humans have an eternal soul.

To know that some people who follow the **Muslim** worldview:
-Believe they will be judged by God according to their actions and intentions.
-Believe that water is sacred.

To know that some people who follow the **Buddhist** worldview:
-Believe that the way they think and what they focus on are key to being human.
-Do not believe in a creator God or God as an external force in their lives.

To know that some people who follow the **Humanist** worldview:
-Believe there is no god.
-Believe that we have one life and we should make the most of it.
-Believe human beings evolved naturally and have the potential to lead good and happy lives.

To know that people who follow the **Jewish** worldview generally:
-Believe that through prayer they can be forgiven by God if they repent the wrongdoing.
-Believe they will be judged by God on how they have lived.
-Try to live in a way that pleases God.
-Believe in seeking forgiveness and self-reflection, especially during Yom Kippur.

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Substantive knowledge

A3 Curriculum framework attainment target for KS2: Explore and describe a range of **beliefs,** symbols and actions so that they can understand different ways of life and ways of expressing meaning.

B1 Curriculum framework attainment target for KS2: Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.

B3 Curriculum framework attainment target for KS2: Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.

Beliefs	Year 4
Conceptual knowledge	• To know that religious and non-religious worldviews change over time for individuals and groups. • To know that people from different religions believe some of the same things. • To know that organised and personal religious beliefs change and develop over time. • To know that there are historical links and connections between religions. • To know that sacrifice means giving up something valued for the sake of something else. • To know that holy means divine, sacred or connected to God. • To know that there is evidence that Jesus was a real person and that people have different beliefs about his significance.
Worldview related knowledge	To know that some some people who follow the **Buddhist** worldview: -Believe the teachings of Siddhattha Gotama (known as the Buddha). To know that some people who follow the **Christian** worldview: -Believe God wants to have a relationship with humans and this can be achieved through Jesus. -Believe Jesus was resurrected (raised from the dead) after his crucifixion. -Believe Jesus fulfilled prophecies from the Old Testament. To know that some people who follow the **Sikh** worldview: -Believe in one God who is all-important and that the religion you follow does not matter -Believe in one God, known by many names, who created the world. -Believe that commitment to trying to love God and do what he wants are more important to some than ceremonies, rituals and practices. To know that some people who follow the **Jewish** worldview: -Believe Jesus to be a radical Jewish leader at the time he lived. -Believe that God made a covenant with the Jewish people. -Believe that the prophets told of a messiah but that Jesus was not the messiah. To know that some people who follow the **Hindu** worldview: -Believe that their religion goes beyond time and space and is therefore eternal. To know that people who follow the **Bahá'í** worldview -Believe that all religions are ways to understand and describe the same God. -Believe that there is one God.

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A3 Curriculum framework attainment target for KS2: Explore and describe a range of **beliefs,** symbols and **actions** so that they can understand different ways of life and ways of expressing meaning.

B1 Curriculum framework attainment target for KS2: Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.

B3 Curriculum framework attainment target for KS2: Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.

Beliefs	Year 5	
Conceptual knowledge	• To know the meaning of atheist, agnostic and theist. • To know that people have different beliefs about what happens when we die. • To know that some people believe in God, who may judge their actions when they die. • To know that some people believe in life after death and others may believe death is the end of our life in any form. • To know and use correctly the following vocabulary in relation to death: afterlife, reincarnation, soul, judgement, eternity, heaven and hell. • To know that many people who are not religious believe in some form of afterlife. • To know that some people believe they will be reincarnated in a different form after death. • To know that in the UK religious beliefs are a protected characteristic. • To know that in some times and places people did not or do not have religious freedom. • To know that throughout history and in modern times people have had to protest or fight for religious freedom. • To know some of the ways that history, geography and leadership influence people's worldviews. • To know that leadership and authority can impact people's worldviews. • To know that worldviews impact the process of choosing leadership and authority. • To know that some people believe leaders are anointed (chosen by god). • To know that leadership and authority can impact people's worldviews. • To know that some places are valued by certain people due to things that have happened there.	
Worldview related knowledge	To know that some people who follow the **Christian** worldview: -Believe in the Trinity (Father, Son and Holy Spirit). -Believe God sent the Holy Spirit to be with people and that this spirit helps and guides them. -Believe that after death, a person's soul will either spend eternity with God or separated from God. -Believe that their actions will be judged by God after death. -Believe that sins can be forgiven. -Hold the same key beliefs but may interpret and express them differently depending on their denomination. To know that some people who follow the **Jewish** worldview: -Believe our actions and purpose in life might be more important than what happens when we die. -Believe that their actions will be judged by God. -Believe resurrection of the physical body or the soul might happen at some point after life. -Believe the covenant between God and the Jewish people in the Torah to be central to their worldview. To know that some people who follow the **Hindu** worldview: -Believe in reincarnation as their soul being born into another body (samsara). -Aim to escape samsara and reach moksha (spiritual freedom) through good karma.	To know that some people who follow the **Humanist** worldview: -Believe that there is no life after death. -Recognise that things we have done in life can have an impact after our death (e.g. work, children, memories). To know that some people who follow the **Sikh** worldview : -Believe in reincarnation. To know that some people who follow the **Buddhist** tradition: -Believe in reincarnation. To know that some people who follow the **Muslim** worldview: -Believe that they will be resurrected and judged by Allah after death on the day of judgement. -Believe that depending on their actions during their life, their soul may enter Jannah or Jahannam. -Believe that Allah is forgiving and compassionate so some bad actions may be forgiven.

A3 Curriculum framework attainment target for KS2: Explore and describe a range of **beliefs,** symbols and actions so that they can understand different ways of life and ways of expressing meaning.

B1 Curriculum framework attainment target for KS2: Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.

B3 Curriculum framework attainment target for KS2: Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.

Beliefs	Year 6
Conceptual knowledge	• To know the meaning of omnipotent (all powerful), omniscient (all knowing) and omnipresent (everywhere at all times). • To know some of the ways that culture, history, geography and tradition influence people's worldviews. • To know that some people believe leaders are anointed (chosen by God). • To know that people from the same organised worldview often hold the same key beliefs but may interpret and express them differently. • To know that free will means a belief that humans are able to make their own choices and determine their own fate. • To know that beliefs about the nature of God may impact people's ideas about and responses to suffering.
Worldview related knowledge	To know that some people who follow the **Christian** worldview: -Believe the original sin was committed by the first humans and that this changed the relationship between God and humans (The Fall). -Believe that human beings have free will. To know that some people who follow the **Zoroastrian** worldview: -Believe there is a constant battle between good and evil both spiritually and morally. -Believe that human beings have free will. To know that some people who follow the **Jewish** worldview: -Believe that human beings have free will. To know that some people who follow the **Humanist** worldview: -Believe suffering to be caused either by human nature or the randomness of nature. To know that some people who follow the **Sikh** worldview -Believe that everything that happens is according to God's will (hukam). To know that some people who follow the **Buddhist** tradition: -Believe all human life contains suffering and that by following the Noble Eightfold Path they may be released from suffering. To know that some people who follow the **Shinto** worldview: -Believe in spirits, gods or deities (kami) and may visit shrines to seek guidance, blessings and comfort from kami and give offerings. To know that some people who follow the **Muslim** worldview: - Believe that human beings have free will and refer to the struggle to make right choices as 'inner jihad'.

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Substantive knowledge

A1 Curriculum framework attainment target for KS1: Recall and name different **beliefs** and **practices**, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.

B3 Curriculum framework attainment target for KS1:
Notice and respond sensitively to some similarities between and within different religions and worldviews.

Practices	Year 1
Conceptual knowledge	• To know that some religious people use art, objects and special times to represent and remember incarnation of God (of the presence of God on Earth). • To know that many people have special ceremonies when babies are born. • To know that many people give money, time or donations to charity as a way of showing that caring for others is important.
Worldview related knowledge	To know that some people who follow the **Jewish** worldview: -Give to charity (tzedakah) as a way of expressing their beliefs. -Try to live according to God's mitzvot. To know that some people who follow the **Christian** worldview: -Celebrate the birth of Jesus at Christmas by attending church services, giving gifts and retelling the nativity of Jesus. -Give to charity as a way of expressing their beliefs. To know that some people who follow the **Muslim** worldview:: -Give to charity (zakat) as a way of expressing their beliefs. -Perform adhan and 'aqiqah when a baby is born. -Use 99 names to describe Allah (God). To know that some people who follow the **Hindu** worldview: -Perform jatakama when a new baby is born. -Use murti (forms) to represent the some of the different forms of God. To know that some people who follow the **Humanist** worldview: -Have a naming ceremony when a new baby is born.

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Progression of knowledge

Substantive knowledge

A1 Curriculum framework attainment target for KS1: Recall and name different beliefs and **practices**, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.

B3 Curriculum framework attainment target for KS1:
Notice and respond sensitively to some similarities between and within different religions and worldviews.

Practices	Year 2	
Conceptual knowledge	• To know there are some festivals which are celebrated by religious and non-religious people. • To know festivals usually celebrate a special or miraculous event from the past. • To know that festivals often use light symbolically as part of celebrations. • To know worship means to honour and adore. • To know there are some objects that are special to followers of religious traditions. • To know that one reason religious followers worship is to show gratitude, say 'thank you', to God. • To know that a festival is celebrated by many people and happens regularly. • To know that practices associated with festivals have special meanings. • To know that people from the same faith may celebrate a festival differently. • To know that people pray in different ways in different places. • To know that objects, words and actions can represent an idea of belief. • To know that when some people talk to god they might use their body to show respect. • To know that some people talk to god in different ways and for different reasons.	
Worldview related knowledge	To know that some people who follow the **Christian** worldview: -Use candles to represent Jesus as light of the world. -Celebrate Harvest as a special time to thank God for providing food, often donating food to others at this time. -Use candles to celebrate advent and symbolise key concepts and people related to Christmas. -Celebrate Christmas in ways that remind them of Jesus' birth (crib scene, star, angels, Christingle). To know that some people who follow the **Hindu** worldview: -Celebrate Diwali by listening to stories, wearing their finest clothes, illuminating their homes, worshipping, and having family feasts. -Often worship individually. -Worship through puja in their home or in a mandir, with rituals including a bell, lighting incense, prayers, offerings to murtus and lamp lighting. -Visit a mandir and find that some of the features help them to pray.	To know that some people who follow the **Jewish** worldview:: -Celebrate Hanukkah by listening to stories, lighting a menorah, eating special food and playing dreidel. -Use tefillin to help remind them of God's word. To know that some people who follow the **Muslim** worldview: -Carry out Wudu before prayer. -Use special positions and actions during prayer called rakat.. -Visit the mosque and find some of the features help them to pray. -Say 'peace be upon him' (pbuh) when talking about Muhammad and other prophets to show respect. -Do not use images of God or Muhammad (pbuh) as a sign of respect. To know that some people who follow the **Alevi** worldview: -Visit a cemevi and find some of the features help them to pray. To know that some people who follow the **Sikh** worldview: -Visit a gurdwara and some of the features help them to pray.

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Substantive knowledge

A1 Curriculum framework attainment target for KS2: Describe and make connections between different **features** of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.

A3 Curriculum framework attainment target for KS2: Explore and describe a range of beliefs, symbols and **actions** so that they can understand different ways of life and ways of expressing meaning.

B3 Curriculum framework attainment target for KS2:Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.

Practices	Year 3	
Conceptual knowledge	• To know that rituals are a way of expressing beliefs and ideas about God. • To know that prayer, meditation and rituals are used to connect spiritually. • To know that the way scriptures are used and treated reflects beliefs about their importance. • To know that water is often used in ceremonies and rituals to symbolise cleansing and purity. • To know that fire is often used in ceremonies and rituals to symbolise purity and remembrance. • To know that worship can take many forms and often involves symbolism.	
Worldview related knowledge	To know that some people who follow the **Buddhist** worldview: -Meditate to ensure the mind is peaceful and focused. -Believe that through regular meditation they can reach nirvana. To know that some people who follow the **Muslim** worldview: -Treat the Qur'an in special ways to show respect. -Believe the Qur'an can only be fully understood if read with faith (iman). -Use water to perform wudu prior to prayer and worship. To know that some people who follow the **Christian** worldview: -Read the Bible in a variety of translations and ways. -Use prayer to ask for God's forgiveness. -Use water for baptism, following the example of Jesus in the Bible. To know that some people who follow the **Sikh** worldview: - Use water as part of initiation ceremonies.	To know that some people who follow the **Hindu** worldview: -Use fire symbolically as part of some ceremonies. -Use a flame or lamp as part of puja. To know that some people who follow the **Jewish** worldview: -Wear a tzitzit (prayer shawl) to remind them of God's guidance. -Treat the Torah and Tanakh in special ways to show respect. To know that some people who follow the **Zoroastrian** worldview: -Use fire as a symbol of purity and the light of God. To know that some people who follow the **Shinto** worldview: -Use water for ritual cleaning and as a symbol of nature.

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Substantive knowledge

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A3 Curriculum framework attainment target for KS2: Explore and describe a range of beliefs, symbols and **actions** so that they can understand different ways of life and ways of expressing meaning.

B3 Curriculum framework attainment target for KS2:Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.

Practices	Year 4	
Conceptual knowledge	• To know that the way scriptures are treated and used reflects beliefs about their meaning and origin. • To know that rituals and practices can be based on religious and cultural roots and that often these are interconnected. • To know that the ways scriptures are read and used changes over time. • To know that people with similar worldviews may practice in different ways due to historical events. • To know that practices change over time.	
Worldview related knowledge	To know that some people who follow the **Christian** worldview: -Celebrate Easter remembering Jesus' death and resurrection. -Choose to fast during Lent. -Take part in a confirmation ceremony as a young person. To know that some people who follow the **Sikh** worldview: -Treat the Guru Granth Sahib in special ways to show respect. -May wish to join or be initiated into the Khalsa through the Amrit Sanskar ceremony. -Wear five symbols, known as the Five Ks, as symbols of their faith. To know that some people who follow the **Muslim** worldview: -Fast and give Zakat during Ramadan. -Choose to eat a halal diet.	To know that some people who follow the **Jewish** worldview: -Take part in a Bar/Bat Mitzvah ceremony as a sign of becoming responsible for fulfilling the mitzvot. -Use mezuzah and tefillin to help remind them of God's word. - Celebrate Yom Kippur (the Day of Atonement). - Choose to eat a kosher diet. To know that some people who follow the **Hindu** worldview: -Read from a variety of scriptures including what is sometimes referred to as the 'revealed truths' (shruti) and the 'remembered truths' (smriti). -Take part in a Upanayana ceremony.

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Substantive knowledge

A1 Curriculum framework attainment target for KS2: Describe and make connections between different **features** of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.

A3 Curriculum framework attainment target for KS2: Explore and describe a range of beliefs, symbols and **actions** so that they can understand different ways of life and ways of expressing meaning.

B3 Curriculum framework attainment target for KS2:Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.

Practices	Year 5	
Conceptual knowledge	• To know that funeral practices often reflect beliefs about life after death. • To know that funerals can be important to help people grieve. • To know that some festivals commemorate times when religious freedom has been fought for (e.g. Bonfire night). • To begin to consider reasons for taking part in religious practices including belief, culture, tradition and obligation. • To begin to consider some of the ways practices are influenced by culture, tradition, geography, leadership and history.	
Worldview related knowledge	To know that some people who follow the **Christian** worldview: -Include songs, Bible readings, prayers and liturgy in a funeral service at a church. -Worship and pray in different ways depending on which denomination they belong to. -Express their worldview in a way which reflects their culture. -Celebrate Pentecost as when God sent the Holy Spirit to Earth and as the start of the Christian church. To know that some people who follow the **Muslim** worldview: -Treat a body in special ways after death showing to reflect their beliefs and values.	To know that some people who follow the **Jewish** worldview: -Prefer burial over cremation linking to their beliefs about resurrection.. -Treat a body in special ways after death showing their beliefs about resurrection. To know that some people who follow the **Hindu** worldview: -Treat a body in special ways after death, including symbolic actions. -Be committed to complete at least one pilgrimage in their lifetime, possibly to the River Ganges. To know that some people who follow the **Sikh** worldview: -Celebrate Diwali remembering the story of Guru Hargobind. -Try to follow the examples of the Gurus when thinking about standing up for their beliefs. -Use fire for cremation after death with family being involved in the funeral process. -Scatter a person's ashes on body of water.

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Substantive knowledge

A1 Curriculum framework attainment target for KS2: Describe and make connections between different **features** of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.

A3 Curriculum framework attainment target for KS2: Explore and describe a range of beliefs, symbols and **actions** so that they can understand different ways of life and ways of expressing meaning.

B3 Curriculum framework attainment target for KS2:Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.

Practices	Year 6	
Conceptual knowledge	• To know that some people may use religious practises (e.g prayer, worship) to help them in times of suffering. • To know that a pilgrimage is a journey to a place of religious significance. • To know that pilgrimages are an important part of some people's life. • To know that pilgrimage helps some people to feel close to God. • To know that visiting a place of personal, religious, cultural or historical significance can have a special meaning for many people. • To know that there are many reasons for some people taking part in religious practices including belief, culture and tradition. • To know some of the ways practices are influenced by culture, tradition, geography and history.	
Worldview related knowledge	To know that some people who follow the **Muslim** worldview: -Be committed to completing Hajj (pilgrimage) at least once in their lifetime. -Practise differently depending on the branch they are part of. -Pray alone and with others at times of suffering. To know that some people who follow the **Hindu** worldview: -Worship deities based on their connection to a specific place or area. -May be influenced to worship particular deities by family, culture, tradition and location. To know that some people who follow the **Buddhist** worldview: -Go on a pilgrimage or retreat to places of significance. -Practise differently according to the form they follow.	To know that some people who follow the **Christian** worldview: -Pray in various ways to ask God for help at times of suffering. To know that some people who follow the **Jewish** worldview: -Have different perceptions of the mitzvot and practise accordingly. -Observe Shabbat. -Practise differently depending on their interpretation of scripture (Orthodox or Reform). To know that some people who follow the **Shinto** worldview: -Perform rituals both at home and at shrines.

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Substantive knowledge

A2 Curriculum framework attainment target for KS1: Retell and suggest meanings to some religious and **moral** stories, exploring and discussing sacred writings and sources of **wisdom** and recognising the traditions from which they come.

B3 Curriculum framework attainment target for KS1:
Notice and respond sensitively to some similarities between and within different religions and worldviews.

Wisdom and morality	Year 1	
Conceptual knowledge	• To know that some spoken and written words are important to people. • To know that creation stories provide people with possible answers as to why we are here. • To know that followers often read religious stories. • To know that some religious and non religious stories may guide people to care for animals and the planet. • To know that religious teachings often encourage gratitude for what god created (eg. others and the planet) and a responsibility to look after it. • To know that some stories may guide people to care for others. • To know that the way people treat animals and nature reflects their worldview.	
Worldview related knowledge	To know that some people who follow the **Jewish** worldview: -Understand the Torah to contain the 'word of God'. -Believe that the Genesis creation story explains how the Earth and humans were created. -Read the Torah to help them to understand God and for advice to help them live a good life. To know that some people who follow the **Christian** worldview: -Believe that the Genesis creation story explains how the Earth and humans were created. -Read stories from the Christian Bible to help them understand God and for advice about how to live a good life. -Understand the Christian Bible to be the 'word of God'. To know that some people who follow the **Muslim** worldview: -Understand the Qur'an to be the 'word of God'. -Read the Qur'an and stories about the Prophet Muhammad (pbuh) to help them understand God and for advice on how to life a good life. -Give to charity as one of the five pillars.	To know that some people who follow the **Hindu** worldview: -Follow the principle of ahimsa (harmlessness) as a way of life. -Read many sacred texts including the Rig Veda which contains one of many creation stories to help them understand God. To know that some people who follow the **Jain** worldview: -Believe all living things to contain souls and should therefore be valued and respected. -Follow ahimsa (harmlessness) as their main principle.

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Substantive knowledge

A2 Curriculum framework attainment target for KS1: Retell and suggest meanings to some religious and **moral** stories, exploring and discussing sacred writings and sources of **wisdom** and recognising the traditions from which they come.

B3 Curriculum framework attainment target for KS1:
Notice and respond sensitively to some similarities between and within different religions and worldviews.

Wisdom and morality	Year 2	
Conceptual knowledge	• To know that books and stories can have different meaning to different people. • To know that religious stories can help us to understand religious beliefs. • To know that stories from long ago can be applied to modern life. • To know that wisdom means knowledge that comes from experience. • To know that guidance means advice, informance or rules given by someone in authority. • To know that values are what people see as important in life. • To know that prophets and gurus are considered to share God's wisdom and guidance have had it revealed to them by God. • To know that religions have forms of guidance or rules (commandments) and believers will follow these in different ways.	
Worldview related knowledge	To know that some people who follow the **Jewish** worldview: -Believe God communicated with humans through the Torah. -Believe that the mitzvot were given to Moses by God. -Try to live according to God's mitzvot (commandments). To know that some people who follow the **Christian** worldview: -Believe that God communicated his will through many prophets and that these messages can be applied to their lives today.	To know that some people who follow the **Hindu** worldview: -Read Smiriti (remembered truths) which contain important Hindu stories. -Believe the stories in the smriti to be remembered by humans. -Believe in harmlessness (ahimsa). To know that some people who follow the **Muslim** worldview: -Try to follow the five pillars of Islam as living 'belief in action'.

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Substantive knowledge

A2 Curriculum framework attainment target for KS2: Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of **wisdom** and to beliefs and teachings that arise from them in different communities.

B3 Curriculum framework attainment target for KS2:
Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.

Wisdom and morality	Year 3	
Conceptual knowledge	• To know that morals are our thinking about what is right and wrong. • To know many religious and non-religious worldviews express the idea of a 'golden rule' relating to how we treat others. • To know that the teachings of a religious or non-religious worldview often link with a follower's life choices. • To know that people's views about what is right and wrong change over time and place. • To know that many factors affect our morals and life choices.	
Worldview related knowledge	To know that some people who follow the **Christian** worldview: -Follow The Ten Commandments as part of their moral code. -Try to live in a way that pleases God. To know that some people who follow the **Muslim** worldview: -Believe that the Qur'an provides them with guidance as to how to live according to Allah's will including The Five Pillars. -Try to live in a way that pleases God. To know that some people who follow the **Hindu** worldview: -Try to follow The Five Niyamas and The Five Yamas. -Consider the consequences of their actions in light of karma.	To know that some people who follow the **Buddhist** worldview: -Believe that they should try following The Five Precepts left by Buddha as a guide for everyday life. -Believe that the way to avoid suffering is to follow The Noble Eightfold Path. To know that some people who follow the **Humanist** worldview: -Consider what is morally right or wrong by thinking about the effect an action may have on others. To know that some people who follow the **Jewish** worldview: -Try to follow the 613 mitzvot for how to live. -Follow The Ten Commandments as part of their moral code.

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Substantive knowledge

A2 Curriculum framework attainment target for KS2: Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of **wisdom** and to beliefs and teachings that arise from them in different communities.

B3 Curriculum framework attainment target for KS2:
Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.

Wisdom and morality	Year 4	
Conceptual knowledge	• To know that stories and scriptures give insights about how to live. • To know that religious texts contain different types of writings. • To know why the Bible has a significant role in public life in many countries, including the UK. • To know that religious scriptures come from a range of sources and origins. • To know that religious scriptures are written in different languages and this can affect interpretation.	
Worldview related knowledge	To know that some people who follow the **Christian** worldview: -Use the different types of writings (parables, letters, psalms, gospels and recounts) as an explanation of their faith and a central feature of their life. -Believe that the Bible is a collection of books told orally and then written by different people at different times. -Read different translations of the Bible to help them understand its meaning. -Read the stories Jesus told (parables) for wisdom on how to live. -Believe that Jesus' teachings were radical in the historical and geographical context he was living in. To know that some people who follow the **Muslim** worldview: -Believe that as the Qur'an was originally written in Classical Arabic that is the more accurate language to read it in. -Believe that the Qur'an was revealed to Muhammad over 23 years, shared by recitation and written down by his companions after his death. -Study the Qur'an from childhood and learn to recite it.	To know that some people who follow the **Jewish** worldview: -Believe the Torah should be written and read in Biblical Hebrew, translations are used but not considered to be fully accurate. -Study the Torah from childhood and learn to recite it. To know that some people who follow the **Sikh** worldview: -Believe the Guru Granth Sahib to be the final Guru, in written rather than human form. -Believe the Guru Granth Sahib was compiled by one of the Gurus and includes teaching from Hindu and Muslim scholars. -Seek guidance and inspiration from the Guru Granth Sahib. To know that some people who follow the **Buddhist** worldview: -Use the Buddhist canon for guidance.

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Progression of knowledge

Substantive knowledge

A2 Curriculum framework attainment target for KS2: Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of **wisdom** and to beliefs and teachings that arise from them in different communities.

B3 Curriculum framework attainment target for KS2:
Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.

Wisdom and morality	Year 5	
Conceptual knowledge	• To know that ideas about the afterlife come from many sources. • To know that beliefs about life after death can affect how people choose to live their lives. • To know that people are inspired and led by others from within and outside their community. • To begin to understand that scripture can be interpreted in different ways. • To know that there are different ways to decide who becomes a leader or authority (democracy, bloodline) and these are not always agreed on. • To know that wisdom means thinking sensibly and taking into account knowledge and experience. • To know that guidance means advice, informance or rules given by someone in authority. • To know that within and between religious and non religious groups people may disagree about challenging issues.	
Worldview related knowledge	To know that some people who follow **Sikh** worldview: -Follow the examples of the Gurus when thinking about standing up for their beliefs. -Believe that the succession of Gurus was passed on to those who were spiritually liberated from birth and therefore able to continue Guru Nanak's message. To know that some people who follow the **Christian** worldview: -Interpret some teachings of the Bible differently or put emphasis on different aspects of key teaching depending on their denomination. -Read the Bible to help them understand and respond to death. To know that some people who follow the **Jewish** worldview: -Read the Tenak to help them understand and respond to death.	To know that some people who follow the **Muslim** worldview: -Refer to the Qur'an to help them understand and respond to death and suffering. -Are part of either the Sunni or Shi'a group who disagree on who would succeed Muhammad. To know that some people who follow the **Hindu** worldview: -Read the Bhagavad Gita to help them understand and respond to death. To know that some people who follow the **Buddhist** worldview: -Read the story of Kisagotami to help them understand and respond to death.

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Substantive knowledge

A2 Curriculum framework attainment target for KS2: Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of **wisdom** and to beliefs and teachings that arise from them in different communities.

B3 Curriculum framework attainment target for KS2:
Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.

Wisdom and morality	Year 6	
Conceptual knowledge	• To know that within and between religious and non-religious groups teaching about challenging issues can be contradictory and controversial. • To know that writings from long ago can give people insight into modern day issues. • To know that ideas and beliefs about suffering come from many sources. • To know that some people use stories about how others became close to God to guide them in achieving the same aim. • To know that cultural, historical and geographical context can affect how scripture is interpreted. • To know that people disagree on whether ancient writings are still relevant to modern life. • To know that the same guidance or scripture can be interpreted differently by people.	
Worldview related knowledge	To know that some people who follow the **Christian** worldview: -Read the Bible to help them understand and respond to suffering. To know that some people who follow the **Muslim** worldview: -Go on Hajj as one of The Five Pillars.	To know that some people who follow the **Jewish** worldview: -Reflect on stories from scripture to help them understand and respond to suffering. To know that some people who follow the **Buddhist** worldview: -Read the story of Kisagotami to help them understand and respond to suffering.

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Substantive knowledge

A3 Curriculum framework attainment target for KS1: Recognise some different symbols and actions which express a **community**'s way of life, appreciating some similarities between communities.	**B1 Curriculum framework attainment target for KS1**: Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a **community** might make.	**B2 Curriculum framework attainment target for KS1**: Observe and recount different ways of expressing identity and **belonging**, responding sensitively for themselves.	**C2 Curriculum framework attainment target for KS1**: Find out about and respond with ideas to examples of co-operation between people who are different.

Community and belonging	Year 1	
Conceptual knowledge	• To know that religious (and non-religious) groups often provide support and care to their local and worldwide communities. • To know that people with similar worldviews often work together to care for the world and for others. • To know that some religious and non-religious people carry out ceremonies when babies are born to welcome them into their community. • To know that baby welcoming ceremonies often include symbols and actions to show the baby's relationship with god.	
Worldview related knowledge	To know that some people who follow the **Christian** worldview: -Believe it is important to help others in their community who are different to themselves. To know that some people who follow the **Muslim** worldview: -Share food and money with their community as part of 'aqiqah when a new baby is born. -Give to charity as the third pillar of Islam to support others in the Muslim community.	To know that some people who follow the **Humanist** worldview: -Invite family and friends to a naming ceremony to celebrate the baby belonging to their community. To know that some people who follow the **Hindu** worldview: -Carry out Jatakarma (baby welcoming) and Upanayana (sacred thread) ceremonies.

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Substantive knowledge

A3 Curriculum framework attainment target for KS1: Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.	B1 Curriculum framework attainment target for KS1: Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.	B2 Curriculum framework attainment target for KS1: Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	C2 Curriculum framework attainment target for KS1: Find out about and respond with ideas to examples of co-operation between people who are different.

Community and belonging	Year 2	
Conceptual knowledge	• To know that many festivals are often celebrated as a community. • To know that some people find praying or worshiping as part of a community helpful. • To know that members of the same community may have similar or different ways of life. • To know that many religious groups have special buildings which may have features linked to beliefs and practices. • To know that offerings used to express gratitude may be used to help a person's local or national community. • To know that within a community people have different values, ideas and beliefs.	
Worldview related knowledge	To know that some people who follow the **Jewish** worldview: -Help others in their community as part of following mitzvot. -Celebrate Hanukkah with others from the Jewish community. - Visit a synagogue to worship and pray with members of their community. To know that some people who follow the **Christian** worldview: -Use offerings given at Harvest to help others in their local community. -Visit a church to worship and pray with members of their community.	To know that some people who follow the **Hindu** worldview: -Visit the mandir to worship and pray with members of their community. -Celebrate Diwali with others from the Hindu community. To know that some people who follow the **Muslim** worldview: -Visit the mosque to worship and pray with members of their community.

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Substantive knowledge

B2 Curriculum framework attainment target for KS2: Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a **community** may be valuable, both in the diverse communities being studied and in their own lives.

C2 Curriculum framework attainment target for KS2: Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about **community**, values and respect.

Community and belonging	Year 3	
Conceptual knowledge	• To know that for many people relationships with others and being part of a community are important. • To know that all communities have rules and guidance for how to live together. • To know that ceremonies involving water and fire are important occasions for some communities. • To know that eternal flames are sometimes used as a sign of remembrance in a community.	
Worldview related knowledge	To know that some people who follow the **Sikh** worldview: -Take part in the Amrit ceremony. To know that some people who follow the **Hindu** worldview: -Take part in festivals marking the importance of the river Ganges.	To know that some people who follow the **Christian** worldview: - Take part in Baptism ceremonies.

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C2 Curriculum framework attainment target for KS2: Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about **community**, values and respect.

Community and belonging	Year 4	
Conceptual knowledge	• To know that being part of a community with similar beliefs is important to some people. • To know that the history of religion affects how people see their own and others' communities. • To know that the language used during worship and prayer is important for some people when connecting with their community. • To know that for some people outward expressions of belief are important for a sense of belonging. • To know that disagreement and change happens in communities.	
Worldview related knowledge	To know that some people who follow the **Muslim** worldview: -Feel that they are part of a worldwide religious community (ummah). To know that some people who follow the **Sikh** worldview: -Join the Khalsa through the Amrit Sanskar ceremony. -Wear a turban as part of a cultural tradition..	To know that some people who follow the **Jewish** worldview: -Take part in a Bar/Bat Mitzvah ceremony.

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Substantive knowledge

B2 Curriculum framework attainment target for KS2: Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a **community** may be valuable, both in the diverse communities being studied and in their own lives.

C2 Curriculum framework attainment target for KS2: Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about **community**, values and respect.

Community and belonging	Year 5	
Conceptual knowledge	• To know that funerals can be important times for communities to support one another. • To know that communities sometimes fight or protest for the rights of themselves or others. • To know that the community or group someone is part of shapes their sense of belonging. • To know that religious communities usually have a leader who carries out certain duties with or on behalf of the community. • To know that some people may find religious spaces significant even if they are not part of that religion. • To know that some places are of particular significance due to historical, cultural and geographical reasons.	
Worldview related knowledge	To know that some people who follow the **Christian** worldview: -Belong to a particular denomination of the Christian church. -Relate to their community in different ways depending on the context they live in. -Have different buildings, artwork and dress based on culture, tradition and context. To know that some people who follow the **Hindu** worldview: -Consider social status or sections of society to help them understand different roles in a community. -Believe the River Ganges to be significant.	To know that some people who follow the **Jewish** worldview: -Consider the destruction of the first and second temple to be significant to their religion. -Feel they are part of a worldwide community which started in Israel and spread across the world. -Believe Israel to be a significant place.

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B2 Curriculum framework attainment target for KS2: Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a **community** may be valuable, both in the diverse communities being studied and in their own lives.

C2 Curriculum framework attainment target for KS2: Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about **community**, values and respect.

Community and belonging	Year 6	
Conceptual knowledge	• To know that people respond in different ways then they see people in their community suffering. • To know experiencing a pilgrimage together can help some people feel a sense of community and belonging. • To know that some people feel significant connection to a building or place. • To know that, for some, the people in a particular space are more important than the place itself. • To know that shared practices can be important to give some people a feeling of belonging. • To know that some practices might demonstrate belonging to a particular community. • To know that shared challenge can bring people closer together. • To know that particular places can be significant to their religion based on scripture and historical events.	
Worldview related knowledge	To know that some people who follow the **Muslim** worldview: -Travel as part of a large group to join over two million members of the Muslim community at Hajj. -Wear special clothing during Hajj. -Dress in certain ways which show symbolism and belonging. -Believe Makkah to be a significant place. To know that some people who follow the **Jewish** worldview: -Dress in certain ways which show symbolism and belonging. -Eat certain dishes depending on their origins. -Believe Israel to be a significant place. To know that some people who follow the **Christian** worldview: -Believe Jerusalem to be a significant place.	To know that some people who follow the **Buddhist** worldview: -Describe themselves as following a particular Buddhist form.

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Disciplinary knowledge

Pupils gain and apply disciplinary knowledge, as detailed in the subsequent pages, throughout the enquiry cycle. This corresponds to attainment targets B and C of the **Religious Education Council's Curriculum Framework for Religious Education in England**.

Key stage 1	Key stage 2
B1: Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.	**B1**: Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.
B2: Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	**B2:** Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.
B3:Notice and respond sensitively to some similarities between and within different religions and worldviews.	**B3**:Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.
C1: Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.	**C1:** Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.
C2: Find out about and respond with ideas to examples of co-operation between people who are different.	**C2**: Consider and apply ideas about ways in which diverse communities can live together for the well-being of all, responding thoughtfully to ideas about community, values and respect.
C3: Find out about questions of right and wrong and begin to express their ideas and opinions in response.	**C3:** Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

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	EYFS: Reception	Year 1	Year 2	Lower key stage 2	Upper key stage 2
Question	Asking questions about things they see and experience.	Asking questions about things that interest them. Beginning to ask 'big' questions (e.g. Why are we here? What is real?).	Asking questions about what other people think and do. Asking questions in response to a question.	Asking questions about what others think and do and how they show their beliefs.	Asking challenging questions and reflecting on the origins of their questions.
	To know that asking questions can help us look more carefully at something.	To know there are different types of questions (e.g. those with simple factual answers and those with opinions or ideas).	To know that some questions do not have a simple answer.	To know the importance of asking questions respectfully. To know that questioning can help to explore big questions.	To know that some answers to questions can change over time and reflect on why this might be the case.
Investigate	Listening to and discussing some religious or belief stories. Talking about their beliefs and listening to others' beliefs. Talking about objects that are special to them and listening to others talk about their special objects. Exploring special places in the community. Meeting and talking to people with different beliefs.	Listening to stories and discussing what happens in them. Exploring simple scripture quotes and considering how they might help people. Beginning to notice important information (e.g. first-hand accounts and photos).	Listening to stories and discussing what they mean. Examining simple scripture quotes and interpreting what they mean. Identifying important information from different sources (e.g. first-hand accounts, photos, survey data, video and audio footage).	Considering how different sources of information can help answer specific questions. Exploring scripture and stories to understand how different people might interpret them. Discussing how various sources provide different pieces of information.	Identifying key information from a broad range of sources independently. Explaining why interpretations of scripture and stories vary among different people. Synthesising information from different sources to suggest ideas about beliefs.
	To know there are different ways I can find out about others' beliefs.	To know stories, images and objects can help us learn about beliefs. To know diversity is often evident in sources (e.g. different ways of welcoming babies).	To know stories, texts, images, artefacts and accounts can help us understand different beliefs.	To know different sources of evidence can provide different insights into beliefs and practices.	To know a person's perspective influences how they interpret sources of evidence. To know it is necessary to use a variety of sources to achieve a well-rounded representation of beliefs and practices.

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	EYFS: Reception	Year 1	Year 2	Lower key stage 2	Upper key stage 2
Interpret	Engaging in role play and drama based on simple stories. Sequencing and retelling events in simple stories. Noticing similarities and differences between their own and their peers' beliefs.	Retelling stories in their own words. Recognising lessons or teachings within stories and relating to their own experiences. Finding religious symbols in stories and other sources. Recognising some religious terminology in sources. Thinking about the meaning of what people do. Beginning to notice similarities and differences within and between religions and worldviews. Making links between religious and non-religious beliefs and practices.	Identifying main characters and events in a story. Suggesting what lessons or teachings they understand from stories. Understanding that some symbols (for example, light) have meaning beyond the literal. Recognising and understanding some religious phrasing (e.g. 'peace be upon him' and 'Amen'). Thinking about what people's actions can represent. Identifying similarities and differences within and between religions and worldviews. Making links between religious and non-religious beliefs, practices and symbols.	Considering how the same story may be told in different cultures or times. Comparing and contrasting stories or teachings from different religions to identify common themes. Recognising underlying themes in stories, such as kindness or forgiveness. Recognising some common religious symbols, such as light, water and fire, and considering what they represent beyond the literal. Exploring how language may have special religious meaning and convey beliefs and teachings. Exploring similarities and differences within and between religions and worldviews. Using different sources of evidence to build ideas about a concept. Discussing the meaning of historical and modern events and practices.	Recognising how the historical and cultural context of stories can influence their meaning. Considering the intention of the storyteller and the impact of the story. Reflecting on how stories are interpreted differently by different audiences and why. Recognising further symbols and their representations within and across religions. Analysing symbolic language and recognising how different religions use language to express similar concepts (e.g. the afterlife). Interpreting expressions of the same concept (for example, the afterlife) within and between religions and worldviews. Analysing events and issues and how these might impact people's lives.
	To know people have different beliefs and this is a good thing.	To know similarities and differences help us understand worldviews better. To know we all notice different things in stories and sources.	To know there are links between and within religious and non-religious beliefs and practices. To know we all have different ideas about what stories or sources might teach us.	To know some reasons for similarities and differences within and between religions and worldviews. To know our ideas about sources and stories are influenced by the time and culture in which we live, and by our personal experiences.	To know the same concept (for example, equality) can be expressed in different ways. To know there is value in different interpretations of a source and that no one interpretation is correct.

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	EYFS: Reception	Year 1	Year 2	Lower key stage 2	Upper key stage 2
Evaluate	Talking about things which are of value or importance to them and others.	Listening to others' ideas and comparing them to their own. Talking about what their answer to a question is based on. Identifying things that are important to people. Noticing differences and using respectful language to discuss them.	Commenting respectfully on things that they notice that may be surprising or different. Beginning to talk about why things are sometimes similar and sometimes different. Making links to sources when explaining their ideas. Explaining why some objects, places, practices and stories are important to people.	Reflecting on how others might see the world and how they can show respect for viewpoints different to their own. Justifying their ideas and opinions using evidence from current and prior learning. Explaining links between religious and non-religious practices and their significance. Recognise similarities in concepts and beliefs even when practices and expressions differ.	Considering representation in sources and how this might affect their usefulness. Responding thoughtfully to and reflecting on beliefs, experiences, values and practices. Forming conclusions based on a range of sources. Making connections between religious and non-religious traditions, beliefs and practices. Appreciating the value of diversity within religions and worldviews.
	To know people think different things are important.	To know it is helpful to ask questions about sources.	To know questioning sources can help us to learn.	To know sources can be interpreted differently depending on a person's worldview.	To know some evidence has limitations.

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	EYFS: Reception	Year 1	Year 2	Lower key stage 2	Upper key stage 2
Apply	Answering questions about their own beliefs and the people, places and objects they value.	Talking about how beliefs can inspire people to do things. Talking about their own experiences in relation to their learning. Sharing things that make them wonder and what they think about these things.	Explaining how beliefs may influence behaviour and decisions. Recognising links with prior learning when encountering new content. Discussing how their learning can help them to answer some bigger questions.	Exploring how beliefs can impact people's lives and actions, including personal and community practices. Commenting on links with prior learning when encountering new content. Drawing on knowledge to respond thoughtfully to big questions. Developing the ability to use empathy to identify and understand the feelings of others.	Analysing how beliefs and values shape behaviours and relationships in different contexts. Identifying increasingly subtle links with prior learning when encountering new content. Debating challenging issues with reference to learning and respect for content being debated. Using examples from their learning alongside their personal worldview to answer big questions.
	This cell is blank because the 'apply' phase of enquiry involves children using the knowledge they have gained in earlier phases, rather than acquiring new knowledge.				
Express	Using full sentences to answer open questions about their own beliefs and the people, places and objects they value.	Talking about what they believe. Respectfully sharing opinions about what is important to them and what is important to others. Sharing what they have learnt. Expressing their ideas using symbols, drawings and choosing appropriate words.	Using concrete examples to express abstract concepts and ideas (e.g. what love is). Responding sensitively to people whose experiences are different to theirs. Discussing what they have learnt, giving examples. Using spoken and written words, symbols and drawings to express their ideas.	Beginning to discussing their own and others' spiritual experiences and beliefs. Showing respect when hearing about other people's beliefs. Explaining their learning taking into account different perspectives and evidence. Expressing thoughts, ideas and opinions clearly in a variety of ways.	Explaining their own and others' spiritual experiences and beliefs. Considering the thoughts, feelings, experiences, beliefs and values of others. Presenting arguments, conclusions and perspectives with supporting evidence. Presenting their own ideas and opinions creatively, considering the benefits of different forms of communication.
	To know that it is important not to laugh at or insult others' beliefs.	To know that it is important to only use positive language when discussing others' beliefs.	To know it is important to use language such as 'some', 'many' and 'most' when discussing the beliefs of followers of a particular worldview.	To know that it is important to express factual information about different worldviews, rather than opinion.	To know that using neutral language, such as 'I notice...' or 'I see that...' is essential to discuss observations without conveying judgement or bias. To know it is important to use respectful language when challenging others' ideas (for example, 'I think,' 'I'd like to say...') but a person's beliefs should never be challenged.

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Personal knowledge

C1 Curriculum framework attainment target for KS1: Explore questions about belonging, meaning and truth so that they can express their **own ideas** and opinions in response using words, music, art or poetry.

C3 Curriculum framework attainment target for KS1: Find out about questions of right and wrong and begin to express **their ideas** and opinions in response.

EYFS: Reception	Year 1	Year 2
Positionality: In Reception, children will begin to recognise that not everyone thinks the same way or holds the same ideas. They will learn to express their own thoughts and listen to the ideas of others, discussing what is important to them and why.	**Positionality**: During Key stage 1, children will develop their understanding of things they have seen, heard or experienced. Children will learn how to respectfully challenge and be challenged on their perceptions, based on thoughts and ideas behind common misconceptions. They will be encouraged to ask questions and be curious, using talk to share how their thoughts and ideas have changed.	
To know that not everybody thinks the same way or has the same ideas.	To know what they and their families think and believe in relation to content be learnt. To know where some of their beliefs have come from. To know that it is natural for people to think and behave differently from one another. To know that their ideas might change over time.	To know the links and comparisons between their own beliefs and those they are learning about. To know why some things might surprise or make them feel uncomfortable. To know that it is important to respond respectfully to different beliefs. To know that learning new things might change what they think and believe.
Talking about their ideas and beliefs. Saying what is important to them and to others and why. Sharing their thoughts about what they learn.	Talking about simple ideas and things that puzzle them about belief in God. Sharing opinions respectfully about what is important to them and what is important to others. Expressing their own ideas and opinions based on personal experience and the beliefs of family members. Using various art forms to express their ideas. Asking their own questions about the world around them. Discussing their ideas about what is right and wrong. Appreciating diversity in images, art, artefacts and videos used.	Asking questions about what puzzles them about religious and non-religious stories and texts they have read. Expressing their own ideas and opinions, including considering worldviews studied. Explaining how they have expressed their ideas through art. Asking thoughtful questions relating to their learning. Explaining why they feel something is right or wrong and comparing their ideas to others. Showing respect when looking at evidence about other people's ideas and beliefs.

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Personal knowledge

C1 Curriculum framework attainment target for KS2: Discuss and present thoughtfully their **own and others' views** on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms

C3 Curriculum framework attainment target for KS2: Discuss and apply their o**wn and others' ideas** about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their **own ideas** clearly in response.

Lower key stage 2	Upper key stage 2
Positionality: Depth of coverage will enable pupils to begin to make sense of different religions, viewpoints and worldviews. Pupils will develop a self-awareness and sensitivity towards their own and others' beliefs and presumptions and how these affect their responses to the concept and contents taught.	**Positionality:** Children will be encouraged to understand and develop a self-awareness of their own relationship to what they are learning. They will learn how to express their own thoughts in different ways, whilst understanding and reflecting on others' viewpoints, practising tolerance, acceptance and respect.
To know that what they believe influences how they think about new content. To know they have an individual perspective. To know what stereotypes are and why they should be challenged. To know that their own thoughts, ideas and opinions may be influenced by what they learn.	To know that their beliefs can affect how they interpret evidence and content. To know that different perspectives can lead to different interpretations. To know when bias is present and that it should always be challenged. To know that their worldview can change and evolve in response to their learning and experiences.
Discussing their own views about belonging, meaning, purpose and truth. Presenting different views thoughtfully and creatively, using evidence from learning. Asking open questions and suggesting responses. Discussing their own and others' ideas about deciding what is right and wrong. Suggesting ideas, including own opinions and evidence from learning. Thinking about their own ideas in light of their learning, experiences and discussions.	Making links and comparisons between their own and others' views. Using creativity to present their own and others' ideas, explaining their choices. Asking and exploring questions from different perspectives, including their own. Discussing ideas about how their own or another person's worldview influences their responses to ethical issues. Expressing ideas about fairness, honesty, love, forgiveness, truth and peace. Engaging in times of thoughtfulness and reflection and making links between own and others' experiences. Expressing their own thoughts about the existence and nature of God.

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Date	Update
25.06.24	Document republished to reflect the scheme which is now fully published on the site.
29.08.24	Disciplinary knowledge progression expanded to add more detail (p. 31-35). Substantive knowledge (skills) page has been removed as this is incorporated in the new Disciplinary knowledge pages. EYFS statements have been added to reflect EYFS content (coming soon!).
05.09.24	Added the following conceptual knowledge to Year 6 'To know that particular places can be significant to their religion based on scripture and historical events.' (p.29).

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