

# Religion and Worldviews Progression of Skills

## Early Years Foundation Stage

By the end of the Early Years children are beginning to explore the world of religion in terms of special people, occasions, places and objects. They listen to and talk about stories and reflect on their own feelings and experiences. Adults share a book or story relating to the theme and they then discuss it and relate it to their own experiences. Children then have the opportunity to explore the story through the environment where adults support learning through discussion and questioning.

Knowledge	EYFS
Use subject specific vocabulary	<ul style="list-style-type: none"> <li>The word 'God' is a name.</li> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>Know that people belong to different religious communities</li> <li>Christians believe that God created the universe</li> </ul>
Practices features of religions e.g. festivals, celebrations. artefacts, buildings,	<ul style="list-style-type: none"> <li>Talk about religious pictures or objects</li> <li>Festivals such as Diwali, Harvest, Christmas, Easter, Eid</li> </ul>
Religious texts and stories	<ul style="list-style-type: none"> <li>Recall a religious story</li> <li>Listen to religious stories attentively and respond with appropriate questions</li> </ul>
Special people	<ul style="list-style-type: none"> <li>Know that there are people in our lives who are special and who we trust</li> </ul>
Recognise the importance of belief and its impact on lives	<ul style="list-style-type: none"> <li>Know that there are similarities and differences between themselves and others and among families, communities and traditions.</li> </ul>
Enquiring, investigating and interpreting Ask questions Discuss Express their own views in response to what is taught	<ul style="list-style-type: none"> <li>Take account of one another's ideas.</li> </ul>
Respond creatively	<ul style="list-style-type: none"> <li>Represent ideas and responses to stories through art, music and role play</li> </ul>
Values and commitments relating to experience of the self and being human, relationships, community, the natural world right and wrong big questions	<ul style="list-style-type: none"> <li>Name something that is special to them Talk about their own and others' behaviour and the consequences and know that some behaviour is unacceptable</li> </ul>

## Key Stages One and Two

### 1. Know about and understand a range of religions and worldviews

Aim	End of Key Stage 1	End of Lower KS 2	End of Upper KS 2
<u>Know about and Understand</u> A1. Describe, explain, and analyse beliefs, and practices, recognising the diversity which exists within and between communities;	Y1 - Recall and name different beliefs and practices, including festivals, Y2 - also, worship, rituals and ways of life, in order to find out about the meanings behind them.	Describe and make connections between different features of the religions and world views they study.	Discover more about celebrations, worship, pilgrimages, and the rituals which mark important points in life in order to reflect thoughtfully on their ideas.
<u>Know about and Understand</u> A2. Identify, investigate, and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and worldviews.	Y1 Retell and suggest meanings to some religious and moral stories Y2 - Explore and discuss sacred writings and sources of wisdom and recognising the communities from which they come.	Describe and understand links between stories and other aspects of the communities they are investigating. .	Respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities
<u>Know about and Understand</u> A3. Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.	Y1 - Recognise some different symbols and actions which express a community's way of life, Y2 – also, appreciating some similarities between communities.	Explore and describe a range of beliefs, symbols and actions.	Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

## 2. Express ideas and insights about the nature, significance and impact of religions and worldviews

Aim	End of Key Stage 1	End of Lower Key Stage 2	End of Upper Key Stage 2
<u>Express and Communicate</u> B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;	Y1 - Ask and respond to questions about what communities do, and why. Y2 – To identify what difference belonging to a community might make.	Observe and understand varied examples of religions and world views so that they can explain, with their meanings.	Observe and understand varied examples of religions and world views so that they can explain, with reasons, their meanings and significance to individuals and communities.
<u>Express and Communicate</u> B2. Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value;	Y1 - Observe different ways of expressing identity. Y2 - Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves	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.
<u>Express and communicate</u> B3. Appreciate and appraise varied dimensions of religion;	Y1 - Respond sensitively to some similarities between two different religions and world views. Y2 - Notice and respond sensitively to some similarities between different religions and world views.	Observe and consider different dimensions of religion connecting them to examples from texts and everyday examples.	Explore and show understanding of similarities and differences between different religions and world views.

## 3. Gain and deploy the skills needed to engage seriously with religions and worldviews

Aim	End of Key Stage 1	End of Lower Key Stage 2	End of Upper Key Stage 2
<u>Gain &amp; deploy skills:</u> C1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;	Y1 - Explore questions about belonging so they can express their own ideas and opinions in response using words, music, art or poetry. Y2 - - 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.	Discuss and present thoughtfully their own views on questions about belonging in different forms including music, art and poetry.	Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including (e.g.) reasoning, music, art and poetry
<u>Gain &amp; deploy skills:</u> C2. Enquire into what enables different communities to live together respectfully for the wellbeing of all;	Y1 - Find out about examples of co-operation between people who are different; Y2 - Find out about and respond with ideas to examples of co-operation between people who are different;	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. Use evidence and examples.
<u>Gain &amp; deploy skills:</u> C3. Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.	Y1 - Find out about questions of right and wrong. Y2 - Express their ideas and opinions in response to questions about right and wrong.	Discuss and apply their own ideas about ethical questions, including ideas about what is right and wrong.	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.