

Eastrington Primary School
RE and World Views Knowledge and Skills Curriculum Progression Document

	EYFS	Key Stage One		Lower Key Stage Two		Upper Key Stage Two	
Theology: Theology is about believing, asking questions about the concept and nature of god, where beliefs come from and about sources of authority and influence.	• Say what makes me an individual, what I look like, what I am good at, and explain some similarities and differences between self and class mates • Know that more than one person can be special. I know people I am special to. I know some people who are special to me and say why. • Know some people who help us. I know some people who have special jobs, including within places of worship • Know some times that are special to me – birthdays. Name some festivals or times that are special to lots of people – Christian festivals, Harvest, Christmas, Easter + others. • Name some special Places Special to me- my home, my classroom, my favourite places. Know some places that are special to all of us classroom, school. Name some	• Retell the creation story (Christian and Jewish). Know which faith a story comes from. Name some religious festivals and celebrations. Describe and explain some traditions linked to religious festivals. • Name different ways in which people may worship. describe and compare forms of worship common to more than one faith. name different parts and important artefacts in a place of worship. describe how the building and its artefacts are used in different ways. • Say what I think a faith story means for the believer. say why the story is important to the faith member. • Reflect on important days in the year and how faith members celebrate them (Christmas/Easter). ask questions about the ways in which people of faith celebrate. talk about	• Compare similarities and differences in religious festivals. Christian/Jewish. • Explain how a person shows religion in their life. • Name some beliefs of two different faiths. recognise beliefs that are the same for different faiths. • Name the holy books of different faiths. suggest reasons why festivals and rituals are important. • Compare the daily life of children from two different faiths. talk about what some faith members believe. • Respect what other people say about their beliefs. • Respond to stories from holy books	• Compare the experiences of different people participating in a religious festival or celebration. • Christian/Islam • Identify key events in the lives of faith founders. give examples of the teaching of a faith founder. • Describe some different ways people communicate with their God. • Describe the uses of sacred places, symbols and artefacts by believers and the community. compare activities at different places of worship. • Consider the positive aspects of participating in religious celebrations. reflect on the impact of the faith founders on those around them. express thoughts and feelings about why the teaching of a faith founder influences followers.	• Explore religious stories that identify how believers are expected to behave. • Explain the significance and use of symbols and artefacts in rites of passage. • Describe the teachings of significant religious people, identifying some similarities and differences. consider how they are expected to behave and where these rules come from. • Compare the symbolism associated with rites of passage in faiths. reflect on the teachings of significant religious people and how these teachings impact on society.	• Show understanding of the way participating in a festival may impact on the life of a faith member. • Investigate how significant religious people are inspired. compare key places of pilgrimage and identify why a faith member might go there. describe and show understanding of actions carried out by a pilgrim before, during and after pilgrimage. • Show understanding of what is sacred for believers in religious places. reflect and share how religious celebrations have an impact on the community. • Reflect on what influences religious people. reflect on the reasons a faith member may make a special journey. • Suggest ideas about the meaning of pilgrimage to a	• Show how forms of worship are expressions of belief. • Explain the significance of the key teachings of faith founders for faith members. • Express thoughts about the importance of worship for faith members. • Consider how key teachings may impact on faith members and the community.

	places that are special to other people – Christian places of worship (churches) + others I know the world as a special place	what they find interesting or puzzling about the ways people worship. share views on the importance of worship in the life of a believer. make a response to being in a place of worship and the artefacts they see there. reflect on how faith members use the place and the artefacts.		Consider the meaning of different forms of religious worship. share thoughts and feelings about sacred spaces and their use. explain how activities at local places of worship create a sense of community.		believer and the impact on their life. Explain the impact of a sacred place on believers.	
Philosophy: Philosophy is about thinking, asking questions about morality and ethics, about the nature of reality and what it means to be human.	- Say which books are special to me- my favourite books, books that have been given to me or special to my class/school class/school books I know that some books are special to lots of people - sacred texts linked to Christianity (the Bible) + others say what objects are special to me - my special things - Say what objects are special to my class/school - class/school bears, school badge, ... - I know that some objects are special to lots of people- artefacts and symbols linked to Christianity (the cross, the font) + others*	- Recognise what makes a person unique. say how faith members are the same and how they are different. - Retell faith stories about caring for others - Say why religious people celebrate an important life event. name religious ceremonies connected with important times of life. Christening/weddings. talk about religious symbols and artefacts in an important religious ceremony. compare themselves to others. - Talk sensitively about people of different faiths. - Say why they think people of faith may help others. talk about their important life events.	- Understand that many values come from holy books. recognise special rules that religious people follow. - Talk about important promises made by a faith member. - Recognise symbols that show commitment in the life of a religious person. - Recognise the need for values for living. make links between some religious rules and rules at school. - Say why people of faith make promises. say why symbols of commitment are important to belonging.	- Describe the ways in which people of faith have demonstrated forgiveness and reconciliation. - Give examples of beliefs and values from different faiths and consider how they influence rules for living. - Recognise situations where they need to forgive or be forgiven and ways they might enable this to happen. - Consider the beliefs, values and rules in their lives which may be similar to religious rules.	- Describe the effect of life-changing events on the commitment of significant people of faith (saints). - Share ideas as to how the lives of significant people of faith have affected the lives of others	- Investigate the impact of religious beliefs, values and rules on the life of a believer. - Explain why significant people of faith acted according to their commitments. - Explain the challenges that believers face when following religious beliefs, values and rules. - Explain how people are inspired by actions of significant people of faith.	- Describe what freedom means to people of faith. show understanding of the beliefs and feelings of faith members who have experienced injustice. - Identify the impact of a religious teaching such as forgiveness on a believer's actions. identify the impact that reconciliation has on community harmony. - Show how the milestones of life give a sense of identity and belonging for faith members. - Explain what freedom means to them. - Share experiences of injustice and explain their hopes and dreams for a just world. - Give examples of conflicts that have been resolved within

		● Say what they think matters most in a religious ceremony. ● Say why symbols and artefacts are important at certain times of life.					the family, school or community. ● Appreciate the power of forgiveness and reconciliation in the world. ● Discuss the impact of rites of passage on faith members, their family and community.
Social Sciences: Social Sciences are about living, asking questions about the influence of religions and beliefs on individuals, communities, culture and how people live their lives.		● Recall some creation stories from holy books of different faiths. ● Say why the world is a special place for faith members. ● Say how religious people treat the world with respect. reflect on a variety of creation stories. ● Say why they think the world is a special place. talk about ways that everyone can play their part in caring for the world.	● Identify precious things for people of faith. say how some religious artefacts and symbols are used. describe how religious people may express their beliefs in actions and gestures. ● Identify similarities and differences between creation stories. understand that some questions have no simple answers. ● Develop an understanding that everyone asks big questions and religions may offer different answers to the same question. ● Reflect on what is special to themselves and others. consider what religious artefacts and symbols mean to people of faith. ● Show how they think a belief links to an action or gesture. ● Talk about their own experiences of new life	● Explain how personal symbols and artefacts relate to religious beliefs. ● Consider why personal artefacts are meaningful.	● Compare different faith (Christian/Hindu) beliefs about how the universe began. ● Give reasons why people of faith have a sense of awe and wonder about the Earth. ● Explore religious teachings to see how faith members should care for the Earth. ● Investigate how faith members show care for the environment. ● Express thoughts and beliefs about how the universe began. ● Share feelings about the sense of awe and wonder in the natural world. ● Share thoughts on how and why religions treat the world with respect. ● Show understanding of stewardship and suggest actions everyone can take.	● Explain how artefacts and symbols express the beliefs of two different faith members. ● Investigate the work of a religious charity. ● Explore the values that motivate people of faith to respond to a cause. ● Be creative in showing how believers may express themselves through symbols and artefacts. ● Say why they think religions do charitable work. ● Give reasons why people may choose to make sacrifices to improve the lives of others.	● Identify what makes some questions ultimate. ● Offer answers to an ultimate question from different faith perspectives. ● Suggest answers to some ultimate questions. ● Compare their responses to an ultimate question with that of a faith member, respecting all viewpoints.

			and ask questions about new beginnings. consider questions that appear to have no answer. ● Ask big questions and suggest some answers.				
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