

Religious and World Views Knowledge and Skills Progression

This document outlines the progression of knowledge and disciplinary skills in Religion and Worldviews from EYFS to Year 6. It has been developed using the Kapow Primary Religion and Worldviews curriculum as the basis for progression, while providing a concise, teacher-friendly overview of the learning expected at each stage.

The document is intended to support curriculum planning, assessment and subject leadership. It should be used alongside the school's long-term plan and Kapow unit planning, rather than replacing detailed medium-term planning.

The progression has been organised into three complementary strands that reflect the aims of the Religion and Worldviews curriculum.

- **Knowledge** – what pupils know and understand about religions, worldviews and lived experiences.
- **Disciplinary Skills** – how pupils investigate, interpret, compare, explain and evaluate beliefs, practices and sources of evidence.
- **Personal Reflection** – opportunities for pupils to reflect on their own ideas and consider the perspectives of others. These responses are personal and are not assessed as right or wrong.

Together, these strands ensure pupils gain secure substantive knowledge whilst developing the enquiry skills needed to engage thoughtfully and respectfully with religion and worldviews in contemporary society.

Curriculum Intent

At Long Crendon School, we believe that Religion and Worldviews enables pupils to develop curiosity, empathy and respect for the diverse beliefs and values that shape our communities and the wider world.

Through the Kapow Religion and Worldviews curriculum, pupils develop knowledge of a range of religious and non-religious worldviews while learning how to ask meaningful questions, interpret evidence, consider different viewpoints and communicate their own ideas with confidence and respect.

Our curriculum encourages pupils to:

- develop secure knowledge of a range of religions and worldviews;
- understand that beliefs influence people's lives, values and communities;
- ask thoughtful questions and explore different viewpoints;
- recognise similarities and differences between beliefs and practices;

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- use appropriate religious and disciplinary vocabulary;
- reflect on their own ideas whilst respecting those of others;
- become respectful, informed and open-minded citizens in a diverse society.

Learning builds progressively from EYFS to Year 6 so that pupils move from recognising and talking about beliefs and celebrations to interpreting evidence, evaluating different perspectives and making well-reasoned judgements.

How to Use this Progression Document

This document provides an overview of the knowledge and disciplinary skills pupils are expected to develop during each year group.

Teachers should use it to:

- understand the progression of learning across the school;
- support curriculum planning;
- identify prior learning;
- inform assessment;
- ensure appropriate challenge and progression.

The detailed knowledge taught within each unit is set out in the Kapow planning documents. This progression document identifies the key learning that pupils should retain and build upon over time.

The Three Curriculum Strands

Knowledge

Learning about religions and worldviews, including beliefs, practices, stories, symbols, celebrations, sacred texts and lived experiences.

Disciplinary Skills

Learning how to investigate, question, compare, interpret, explain, analyse and evaluate religious and non-religious worldviews using evidence.

Personal Reflection

Reflecting on beliefs, values and identity whilst developing respect, empathy and understanding for others. Personal views are welcomed but are never judged or assessed.

Whole-School Progression of Disciplinary Thinking Skills

Year Group	Disciplinary Thinking Skills
EYFS	Notice • Talk • Wonder • Ask questions
Year 1	Identify • Recognise • Retell • Talk about
Year 2	Describe • Compare • Suggest • Explain simply
Year 3	Explain • Make links • Enquire • Use evidence
Year 4	Interpret • Analyse • Connect ideas • Compare viewpoints
Year 5	Evaluate • Justify opinions • Consider different perspectives • Use evidence thoughtfully
Year 6	Critically compare • Interpret evidence • Reflect thoughtfully • Construct balanced conclusions

Year	Kapow Units	Trips	Knowledge	Disciplinary Skills	Personal Reflection
EYFS	PSED: Building Relationships <u>Understanding the World:</u> Past and Present People, Culture and Communities	All About Me Harvest Christmas Easter Diwali Lunar New Year <i>(In addition to ongoing contextual references)</i> Church Visit, Nativity play, Lunar New Year celebration	• Know that people have different beliefs, religions and worldviews. • Recognise that some places, stories, objects and celebrations are special to different people. • Begin to know that people belong to different families and communities with different traditions. • Recognise that people express beliefs and values in different ways. • Understand that kindness, respect and care are important across communities.	• Notice similarities and differences between people, celebrations and traditions. • Ask simple questions about beliefs, stories and special places. • Listen and respond to stories from different religions and worldviews. • Use new vocabulary linked to religion and worldviews. • Talk about what they see, hear and experience.	• Talk about their own experiences, celebrations and family traditions. • Share their own ideas and listen respectfully to others. • Begin to understand that people can think and believe differently. • Show curiosity, respect and empathy when learning about others.

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1 (Autumn)	How did the world begin? What do some people believe that God looks like?	Church Visit	• Know that people have different religions and worldviews. • Recognise key beliefs, stories, symbols and celebrations within Christianity and Judaism. • Know that places of worship are special to believers. • Recognise that people express their beliefs through actions, worship and celebrations. • Begin to understand that people may have different beliefs and traditions.	• Identify religious and non-religious features in stories, artefacts, symbols and places. • Retell simple religious stories and explain why they are important to believers. • Ask simple questions about beliefs and practices. • Use simple religious vocabulary accurately. • Recognise similarities and differences between beliefs, practices and celebrations.	• Talk about what is important to themselves and others. • Share their own experiences respectfully. • Listen to different viewpoints with curiosity. • Begin to explain their own ideas using simple reasons. • Show respect for people with different beliefs and traditions.
1 (Spring)	What is God's job? Why should we care for the world?				
1 (Summer)	How do we know that new babies are special? Why should we care for others?				
2 (Autumn)	Why do we need to give thanks? Why is light important to people?	Church Visit	• Know that religions and worldviews include different beliefs about God, life and the world. • Describe key beliefs, stories, celebrations and practices within Christianity, Judaism and other religions studied.	• Describe beliefs, stories, symbols and practices using appropriate vocabulary. • Compare similarities and differences between religions and worldviews.	• Reflect on their own beliefs, values and experiences. • Consider how beliefs influence people's choices and actions.
2 (Spring)	How do we know some people feel a special connection to God? What is a prophet?		• Know that sacred texts, symbols and places of worship have special meaning for believers. • Recognise that people express their beliefs in different ways within and across communities. • Understand that religious beliefs influence how some people live.	• Ask thoughtful questions and suggest possible answers. • Explain why some beliefs, objects or celebrations are important to believers. • Begin to use evidence from stories, artefacts and observations to support ideas.	• Explain their own opinions respectfully. • Recognise that people can hold different views while showing mutual respect. • Show empathy when discussing the beliefs and experiences of others.

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2 (Summer)	How do some people talk to God? Where do some people talk to God?				
Progression from EYFS to Year 2		By the end of Key Stage 1, pupils should be able to:	Recognise and describe key beliefs, stories, symbols and practices from the religions and worldviews they have studied. Understand that beliefs influence the way people live and celebrate. Recognise similarities and differences between religions and worldviews. Use simple subject-specific vocabulary accurately.	Ask relevant questions. Describe and compare beliefs and practices. Use simple evidence from stories, artefacts and observations. Explain ideas using increasingly confident religious vocabulary.	Express their own views respectfully. Listen to and value the opinions of others. Recognise that people may think and believe differently. Demonstrate curiosity, empathy and respect.
3 (Autumn)	What makes us human? Where do we get our morals from?	Church visit	• Know that religions and worldviews include a range of beliefs, practices and traditions that influence the lives of individuals and communities. • Explain key beliefs, teachings, festivals and practices within the religions and worldviews studied. • Understand that sacred texts, stories and symbols communicate important beliefs and values. • Recognise that there can be diversity within the same religion or worldview. • Know that beliefs often influence moral choices and ways of living.	• Explain beliefs and practices using appropriate subject vocabulary. • Make links between beliefs, stories, symbols and actions. • Ask increasingly thoughtful questions and suggest informed answers. • Use evidence from stories, texts, artefacts and observations to support explanations. • Identify similarities and differences within and between religions and worldviews. • Begin to recognise that beliefs can be interpreted in different ways.	• Reflect on how beliefs and values influence people's lives. • Respect viewpoints that differ from their own. • Explain their own ideas using reasons and examples. • Consider how shared values can bring communities together. • Demonstrate empathy when discussing beliefs and experiences.
3 (Spring)	Is scripture central to religion? What happens if we do wrong?				
3 (Summer)	Why is water symbolic?				

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	Why is fire used ceremonially?				
4 (Autumn)	Are all religions equal? What makes some texts sacred?	Church Visit	• Know that religions and worldviews develop over time and may be understood and practised in different ways. • Describe how beliefs influence worship, daily life and community. • Understand the significance of sacred texts, places, rituals and traditions within the religions and worldviews studied. • Recognise similarities and differences both within and between religions and worldviews. • Understand that people may interpret the same beliefs and traditions differently.	• Interpret religious stories, texts and sources of authority. • Analyse similarities and differences between beliefs and practices. • Make connections between beliefs, values and lived experiences. • Use evidence from a range of sources to support explanations. • Ask perceptive questions and explore different viewpoints respectfully. • Use increasingly precise subject-specific vocabulary.	• Reflect on how beliefs influence identity, belonging and behaviour. • Appreciate that people express beliefs in different ways. • Discuss differing viewpoints respectfully, giving reasons for their opinions. • Recognise that understanding another person's beliefs does not require agreement. • Show openness, curiosity and respect when exploring complex questions.
4 (Spring)	Just how important are our beliefs? Who was Jesus really?	Church Visit			
4 (Summer)	Why is the bible the best-selling book of all time? Does the language of scripture matter?				
Progression Across Lower Key Stage 2		By the end of Year 4, pupils should be able to:	Explain key beliefs, practices, festivals and teachings from the religions and worldviews studied. Understand that beliefs influence individuals, communities and ways of living. Recognise diversity within religions and worldviews. Make connections between beliefs, values and lived experiences.	Explain and interpret religious stories, texts and sources of authority. Make connections across different religions and worldviews. Use evidence to support explanations. Compare different viewpoints respectfully.	Reflect thoughtfully on beliefs, identity and values. Respect differing perspectives. Explain opinions using reasons and evidence. Demonstrate empathy and open-mindedness when discussing religion and worldviews.

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			Use accurate subject vocabulary with increasing confidence.	
5 (Autumn)	Why do people have to stand up for what they believe in? Why doesn't Christianity always look the same?	Church visit	• Understand that religions and worldviews are diverse and may be expressed differently by individuals and communities. • Explain how beliefs, sacred texts and traditions influence moral choices, worship and daily life. • Know that interpretations of religious teachings can vary within the same faith tradition.	• Investigate questions using a range of sources, including sacred texts, artefacts and lived experiences. • Interpret beliefs, teachings and practices using evidence. • Compare viewpoints within and between religions and worldviews. • Evaluate different interpretations and explain why they may differ. • Justify opinions using relevant evidence and appropriate subject vocabulary. • Recognise bias and appreciate that evidence can be interpreted in different ways.
5 (Spring)	What happens when you die?			
5 (Summer)	Who should get to be in charge? Why are some places in the world significant to believers?		• Understand the significance of key concepts, beliefs and practices in the religions and worldviews studied. • Recognise the contribution of religion and worldviews to local, national and global communities.	• Reflect on how beliefs and values influence identity and decision-making. • Consider ethical questions from a range of perspectives. • Explain and justify personal viewpoints while respecting those of others. • Appreciate diversity within religious and non-religious communities. • Demonstrate empathy, respect and open-mindedness when discussing challenging issues.
6 (Autumn)	Why does religion look different around the world?	Church visit	• Demonstrate secure knowledge of the key beliefs, practices and lived experiences of the religions and worldviews studied.	• Formulate and investigate complex questions about religion and worldviews. • Critically compare beliefs, practices and interpretations using evidence from a range of sources.
6 (Spring)	Why is it better to be there in person? Why is there suffering?		• Understand how religion and worldviews influence individuals, communities and societies in different ways. • Recognise that beliefs and practices continue to evolve over time.	• Engage respectfully with viewpoints that challenge their own thinking. • Make reasoned, balanced judgements while recognising that some questions have no single answer.
6 (Summer)	Why is there suffering? What place does religion		• Understand that people may hold different interpretations of religious and non-religious ideas based on evidence, experience and tradition. • Make informed connections	• Demonstrate confidence, empathy and respect when discussing beliefs and values.

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	have in our world today?		between beliefs, values, ethics and contemporary issues.		
End of Key Stage 2 Expectations	By the end of Year 6, pupils should be able to:	Demonstrate secure knowledge of the beliefs, practices, traditions and lived experiences of the religions and worldviews studied. Explain how beliefs influence individuals, communities and society. Recognise diversity within religions and worldviews. Make connections between religion, ethics and contemporary life.	Ask and investigate complex questions. Interpret and evaluate evidence from a range of sources. Compare beliefs and practices critically and respectfully. Construct balanced arguments using evidence. Use accurate subject vocabulary confidently.	Reflect thoughtfully on beliefs, values and identity. Respect and engage with a range of perspectives. Justify opinions using reasoned arguments. Demonstrate empathy, open-mindedness and intellectual curiosity.	

Whole School Progression at a Glance

Year Group	Knowledge	Disciplinary Thinking Skills	Personal Reflection
EYFS	Recognise	Notice • Wonder • Ask	Share own experiences
Year 1	Recognise	Identify • Retell	Respect others
Year 2	Describe	Compare • Explain	Explain simple opinions
Year 3	Explain	Make links • Use evidence	Reflect respectfully
Year 4	Connect	Interpret • Analyse	Appreciate diversity
Year 5	Understand	Evaluate • Justify	Consider different perspectives
Year 6	Synthesise	Critically compare • Reach reasoned conclusions	Reflect thoughtfully and respectfully