



## Leconfield Primary School Religion and World views skills progression.

The Religion and world views is split into three strands:

**1 - Theology**

**2 - Philosophy**

**3 - Social Studies.**

For each area we have questions which we explore and then a progression of the skills which we would like the children to achieve by the end of each Key Stage.

### Looking at RE through the lens of **Theology**

Theology is derived from the Greek 'theologia' which combines theos (god) and logia (sayings or utterances) and literally means 'words of god'. More broadly, theology is interpreted as the study of religion.

The study of religion and religious belief is concerned with questions about the nature of god and religious perspectives on the relationship of god to humanity and of humanity with the universe. It requires engagement with the rich and diverse texts and sources of authority found in the religious traditions to be studied. In the classroom, opportunities should be given to thinking about the beliefs and concepts underpinning different faiths, and where those beliefs come from. It means that consideration should be given to how beliefs may have changed over time, and are similar and different both within a faith and across different faiths. In addition, it considers how these beliefs and concepts provide a framework for understanding life, the universe and everything.

### Looking at RE through the lens of **Philosophy**

Philosophy is from Greek philo meaning love and sophos wisdom, or literally, 'the love of wisdom'.

Philosophy asks questions about the meaning of life, about existence and reality, questions such as 'What is it to be human?' Many other questions follow from this:

'Who am I?', 'How should I live?', 'Is there life after death?', 'What kind of world do we live in?'

Using philosophy helps pupils to understand how and why people do certain things and how to live a good life. Through engaging with philosophical questions and reflecting on different responses, pupils develop their powers to reason, to engage in dialogue and discussion, to deepen understanding about belief, about truth and what is real, about what it means to be good or evil, right or wrong. It has a powerful effect on children's thinking and learning, not just in RE but across the curriculum.

### Looking at RE through the lens of **Social Sciences**

The Social Sciences lens is concerned with understanding and analysing the part that religion plays in the lives of people, communities and societies. RE uses methodological approaches from both the humanities and the Social Sciences for the exploration of religion – its history, its art, its ideas, its distinctive social institutions and the ways religion and religious belief impact human lives.

Using the discipline of Social Sciences to investigate the impact of religious belief and practice in different cultures and societies, pupils will develop an appreciation of the diversity of religious traditions and the way religious beliefs are expressed through, for example, the arts. They will explore personal and community rituals and celebrations in religions and other worldviews and consider the impact of these on individuals and communities.

### Key Stage 1 - Theology

Exploring	Learning outcomes - By the end of Key Stage 1 pupils should be able to.
What do people of faith believe?	Name some beliefs of two different faiths. Recognise beliefs that are the same for different faiths.
What makes a holy book special?	Recognise and name the holy books of different faiths retell a story from two different faiths and say what they mean for the believer.
What do faith stories say about the value of each individual?	Retell faith stories about the value of each individual. Talk sensitively about people of different faiths.
What stories are told at different religious festivals?	Suggest reasons why festivals are important. Talk about how stories are celebrated at different religious festivals.
Who is god to people of faith?	Identify names for god in different faiths. Express what believers say god is like.
What are the different ways in which people of faith express their beliefs?	Describe how religious people may express their beliefs in action. Consider a prayer or text that expresses belief.

### Key Stage 1 - Philosophy

Exploring	Learning outcomes - By the end of Key Stage 1 pupils should be able to.
Why are creation stories important to faith members?	Recall some creation stories from different traditions. Identify similarities and differences between creation stories. Talk about the meaning of two different creation stories.
How do different faiths say the world should be cared for?	Say why the world is a special place for faith members. Talk about ways that everyone can play their part in caring for the world.
What are life's big questions?	Understand that some questions have no simple answers. Ask and talk about big questions and suggest some answers. Know that religions may offer different answers to the same question.
How do people decide what is right and wrong?	Talk about how people make choices. Talk to faith members about how they make moral choices.

### Key Stage 1 - Social Sciences

Exploring	Learning outcomes - By the end of Key Stage 1 pupils should be able to.
How and why do people of faith worship?	Describe different ways people may worship. Recognise aspects of worship common to more than one faith.
How is a place of worship used?	Reflect on the importance of worship in the life of a believer. Name the parts of two places of worship for different faiths. Describe how the building and its artefacts are used in different ways.
What are the religious rituals and ceremonies	Say why religious people celebrate an important life event.

connected with important times in life?	Think about what matters most in a religious ceremony, including symbols and artefacts. Say why people of faith make promises.
Why are symbols and artefacts important to some people?	Reflect on what is special to themselves and others. Identify connections to religion and belief in the community. Identify precious things for people of faith.
How does a person of faith live their life?	Explain how a person shows religion in their life. Talk about the lives of children from two different faith communities.
What are the special rules and values that religious people follow?	Make links between religious rules and values for living.
Which festivals are important to faith members?	Name some religious festivals and say how faith members celebrate them. Describe and explain some traditions linked to religious festivals.

### Key Stage 2 - Theology

How do the lives of faith founders influence believers?	Identify key events in the lives of faith founders and their impact on those around them. Explain the relevance of different faith founders for their followers today.
What do key religious figures teach?	Explain the significance of the key teachings of faith founders for faith members. Describe the teachings of key religious figures, identifying some similarities and differences. Reflect on the teachings of key religious figures and how these teachings impact on society.
What is the significance of religious festivals and	Identify the stories celebrated at festivals from different faiths.

rituals?	Explain the meaning behind the celebration of festivals and rituals from different faiths.
Who is god?	Explain how people of different faiths describe what god is like Identify what different sacred writings say about the attributes of god.
What makes a place sacred?	Show understanding of what is sacred for believers in religious places. Describe the uses of sacred places, symbols and artefacts by believers and the community. Explain how activities at local places of worship create a sense of community.
Why do people of faith make a pilgrimage?	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. Suggest ideas about the meaning of pilgrimage to a believer and the impact on their life.
What do religions teach about forgiveness and reconciliation?	Identify the impact of a religious teaching such as forgiveness on a believer's actions. Describe the ways in which people of faith have demonstrated forgiveness and reconciliation. Identify the impact that reconciliation has on community harmony.

### Key Stage 2 - Philosophy

<b>Exploring</b>	<b>Learning outcomes - By the end of Key Stage 1 pupils should be able to.</b>
What is an ultimate question?	Identify what makes some questions ultimate offer answers to an ultimate question from different faith perspectives.

How did the universe begin?	Compare different beliefs about how the universe began, making reference to sacred texts.
Why is it important to look after the Earth?	Compare religious teachings to see how faith members should care for the Earth. Show understanding of stewardship and suggest actions everyone can take.
What is the meaning of justice and freedom?	Explain what freedom means to people of faith. Show understanding of the beliefs and feelings of faith members who have experienced injustice. Explain their hopes and dreams for a just world.
Why should people be good?	Identify the responses of different religions to ethical questions

### Key Stage 2 - Social Sciences

<b>Exploring</b>	<b>Learning outcomes - By the end of Key Stage 1 pupils should be able to.</b>
What motivates people to get involved in different causes?	Explain the values that motivate people of faith to respond to a cause. Give reasons why people may choose to make sacrifices to improve the lives of others.
How do religious values provide rules for living?	Give examples of beliefs and values from different faiths. Describe the impact of religious beliefs, values and rules on the life of a believer.
Which religious rituals show identity and belonging for different traditions?	Suggest how the milestones of life give a sense of identity and belonging for faith members
How is commitment demonstrated in the lives and work of significant people of faith?	Explain why significant people of faith acted according to their commitments. Explain how people are inspired by actions of significant people of

	faith.
What is the value of participating in a religious festival or ritual?	<p>Compare the experience of participating in a religious festival or celebration around the world.</p> <p>Reflect and share how religious celebrations and rituals have an impact on the community.</p>
How do people express their beliefs?	<p>Identify symbols and artefacts which are important for at least two different faiths.</p> <p>Explain how artefacts and symbols express the beliefs of faith members.</p> <p>Recognise different forms of religious and spiritual expression.</p>
How do believers worship?	<p>Describe some different ways people communicate with their god.</p> <p>Consider the meaning of different forms of religious worship and how they are expressions of belief.</p>

## Key Content Questions and Vocabulary for Christianity

**Theology** **Philosophy** **Social Sciences**

EYFS	Key Stage 1	Key Stage 2
<p>Who was Jesus?            What happened at the first Christmas?            What is the first story in the Bible?</p>	<p>What do Christians believe God is like? How is Easter good news for Christians?            How did Jesus change lives? What helps Christians decide what is right and wrong? What is the Golden Rule for Christians? Why should Christians care for the world?</p>	<p>What do Christians believe? What is the Trinity?            What are the key events in the life of Jesus as told in the Gospels? What was the impact of Jesus' life on his followers?            Who were the significant people in Jesus' life? How does Jesus fulfil Old Testament prophecy? What is the significance of the Old Testament for Christians?            Who were the significant women in the Bible? Where do Christian values come from?</p>
<p>What questions do Christian stories make us ask?</p>	<p>What does it mean to be Christian? What is the meaning of Christmas and Easter for Christians?            How do Christians answer some of the Big Questions?</p>	<p>What does it mean to be Christian today? How does Jesus' teaching impact people today? What is the impact of making pilgrimage on a Christian pilgrim?            What does stewardship mean for Christians?</p>



<p>What are the special things in a Christian home?</p> <p>What are the important symbols for Christians?</p> <p>What are special places for Christians?</p>	<p>What happens in a church and who goes there?</p> <p>What do Christian symbols and artefacts tell us about what Christians believe?</p> <p>Who has a special role in church? How do people become a member of the Christian church?</p> <p>How do Christians try to follow Jesus' example?</p>	<p>What part do artefacts and symbols play in Christian worship, rituals and ceremonies? How do Christians show commitment to social and global issues?</p> <p>What are the rites of passage of a Christian life? How do Christians express their beliefs?</p>
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### **Key Content Questions and Vocabulary for Christianity**

To avoid repetition, the vocabulary listed below does not show what has been taught in previous key stages

*Christianity concepts in blue*

EYFS	Key Stage 1	Key Stage 2
<p>God creation incarnation salvation</p> <p>Christian Bible Jesus church vicar cross Christmas Harvest</p>	<p>resurrection gospel</p> <p>Sunday prayer parable creed priest, minister cross, dove, baptism, font, candle creation - Adam, Eve Moses - Ten Commandments Jesus - birth, death and resurrection teacher, disciples, Golden Rule Advent Lent, Good Friday Easter Day</p>	<p>Trinity (Father, Son, Holy Spirit) Kingdom of God People of God The Fall sin covenant miracle</p> <p>Holy Communion confirmation, marriage, death New and Old Testaments prophets and prophecies Abraham, Joseph, David, Ruth, Sarah Psalms names of Jesus Jesus - baptism, parables, miracles temptation, last week, crucifixion Lord's Prayer Mary, Mary Magdalene, John the Baptist St Paul Saints Acts Epiphany, Ascension, Pentecost</p>

## Key Content Questions and Vocabulary for Sanatana Dharma (Hinduism)

<b>Theology Philosophy Social Sciences</b>		
<b>EYFS</b>	<b>Key Stage 1</b>	<b>Key Stage 2</b>
<p>What is an important story for Hindus?</p>	<p>What do Hindus (Sanatani) believe Brahman (ultimate reality) is like? What happens in the Hindu creation story? What is an important story for Hindus? What is Dharma and how do Hindus live according to Dharma?</p>	<p>What do Hindus (Sanatani) believe? What is the Trimurti? What are the key events in the life of a Hindu? What is the impact of the concept of dharma on the life of a Hindu? Who are some significant people in Hindu sacred texts? Where do Hindu values come from?</p>
<p>What questions do Hindu stories make us ask?</p>	<p>What is the meaning and purpose of the AUM symbol for Hindus? Why is the story of Rama &amp; Sita important to Hindus and? How do Hindus try to follow the example of Ganesh? What is the symbolism within Hindu stories?</p>	<p>What does it mean to be Hindu? What does bhakti matter to Hindus? How does Gandhi's teaching impact people today? What makes a place sacred? What is the impact of making pilgrimage (yatra) for a Hindu? What does stewardship mean for Hindus? (ahimsa within the environment)</p>
<p>What are the special things in a Hindu home? What are the important symbols for Hindus? What are special places for Hindus?</p>	<p>How, why and where do Hindu people practice bhakti? What do the symbols and murti found in a mandir tell us about Hinduism? Who has a special role in the mandir? How is the story of Rama &amp; Sita celebrated?</p>	<p>What part do murti and symbols play in bhakti, rituals and ceremonies? How do Hindus show commitment to social and global issues? What are the samskaras of a Hindu life?</p>

## Key Content Questions and Vocabulary for Sanatana Dharma (Hinduism)

<i>Hinduism concepts in blue</i>		
EYFS	Key Stage 1	Key Stage 2
<p>god</p>           <p>mandir pandit (priest) Hindu Ramayana (Rama and Sita) murti Diwali rangoli patterns</p>	<p>Brahman (ultimate reality) AUM</p>           <p>Ganesh Sanatani (Hindu) bhakti puja arti reincarnation mehndi patterns Raksha Bandhan</p>	<p>Trimurti - Brahma, Vishnu, Shiva avatar atman karma samsara (cycle of life)</p>           <p>The Vedas Bhagavad Gita Rama and Krishna punarjanam (reincarnation) padma (lotus flower), swastika, saffron colour tapas (meditation) mantra samskaras (rituals of birth, initiation, marriage and death) sacredness of life - gow mata (cow) Ramnavami / Janmashtami (birthdays of Rama / Krishna) yatra (pilgrimage) - Varanasi, Ganga Kumbh Mela Holi</p>

## Key Content Questions and Vocabulary for Judaism

### Theology Philosophy Social Sciences

EYFS	Key Stage 1	Key Stage 2
<p>What is the Jewish name for G-d?</p>	<p>What do Jewish people believe G-d is like?            What rules did G-d give Moses for the Jewish people to live by?            What does Shabbat celebrate?            What do the stories of Jonah and Noah teach Jewish people; where are these stories found?</p>	<p>What are the central beliefs of Judaism? What does the Shema tell Jewish people about G-d?            What is the significance of Abraham's story for Jewish people? Where is his story found? What are the sacred texts for Jewish people and how are they used?</p>
<p>What questions do Jewish stories make us ask?</p>	<p>What is the message of Pesach for Jewish people?            How would Jewish people answer the question about how the world began?</p>	<p>What does it mean to be Jewish?            What is the importance of the Ten Commandments for Jewish people?            Why are the rites of passage important in a Jewish person's life?            Is it important that all Jewish people keep kosher and the laws for Shabbat?</p>
<p>What are the special things in a Jewish home?            What are the important symbols for Jewish people?            What are special places for Jewish people?</p>	<p>How, why and where do Jewish people worship?            What symbols and artefacts are used to celebrate Shabbat?            How do Jewish people celebrate Hannukah and Sukkot?            Who has a special role in the synagogue?            What does the Shema teach Jewish people to do each day?            How is the Torah shown respect?</p>	<p>What is the role of the synagogue in the life of Jewish people?            What part do artefacts and symbols play in Jewish worship, rituals and ceremonies? What is the significance of the temple in Jerusalem?            How do Jewish people show commitment to local and global issues (Tu B'Shevat)?</p>

## Key Content Questions and Vocabulary for Judaism

*Judaism concepts in blue*

EYFS	Key Stage 1	Key Stage 2
<p>God</p> <p>Torah Rabbi Jewish person synagogue Hannukah Star of David</p>	<p>G-d</p> <p>Shema Shabbat mitzvot (commandments) mezuzah Abraham Moses Pesach Sukkot</p>	<p>YHWH Adonai covenant</p> <p>Proverbs Psalms Ark, scrolls, yad, bimah Ner tamid Jerusalem temple kosher Bar/Bat Mitzvah schul kibbutz Judas Maccabee Tu'b Shevat</p>

## Key Content Questions and Vocabulary for Religious and other Non-religious Worldviews

### Theology Philosophy Social Sciences

EYFS	Key Stage 1	Key Stage 2
<p>What does the word 'god' mean? What is a belief?</p>	<p>What do some people believe in a god? Where do non-religious people get their rules for living?</p>	<p>What does it mean to different people to follow god? Why do some people pray? What is an atheist; how is an agnostic different? What do we mean by secular? Do you have to be religious to be spiritual? What can we learn from non-religious stories?</p>
<p>What stories or poems make us ask questions? What puzzles you?</p>	<p>Why don't some people believe in a god? Why do people have different ideas about god? Who made the world? Do you have to believe in god to believe the world is special and should be cared for?</p>	<p>Does not believing in god mean you have no beliefs? Is death the end? How do non-religious people decide what is right and what is wrong? What things make you truly happy? Is religion something you believe in or something you do?</p>
<p>Where do rules come from? What things are special to me? What places are special to me?</p>	<p>How should we treat each other? What is a Humanist? What is the meaning of the symbols and artefacts associated with different worldviews? What is the Golden Rule for Humanists? How do non-religious people celebrate Christmas and Easter?</p>	<p>Do all atheists have the same worldview? Why do some people who do not hold a religious worldview choose to have a naming ceremony? How does a religious ceremony differ from a non-religious ceremony? What secular celebrations are there in the community?</p>

## Key Content Questions and Vocabulary for Religious and other Non-religious Worldviews

EYFS	Key Stage 1	Key Stage 2
belonging right and wrong holy belief religion	identity commitment faith worship sacred ritual community peace worldview	authority scripture ritual, ceremony marriage, death congregation spiritual justice and freedom diversity equality secular true laws, rules, values stewardship pilgrimage conscience eternal monotheism theism