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 10.07.23 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 god' 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 three elements: Conceptual knowledge, Worldview-related knowledge and Skills.

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. Pupils will then be able to apply this component knowledge to perform the skills.

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 also shows some of the different methods and processes that are used by pupils to enable them to make sense of religion. An explanation of the different types of knowledge in RE can be found 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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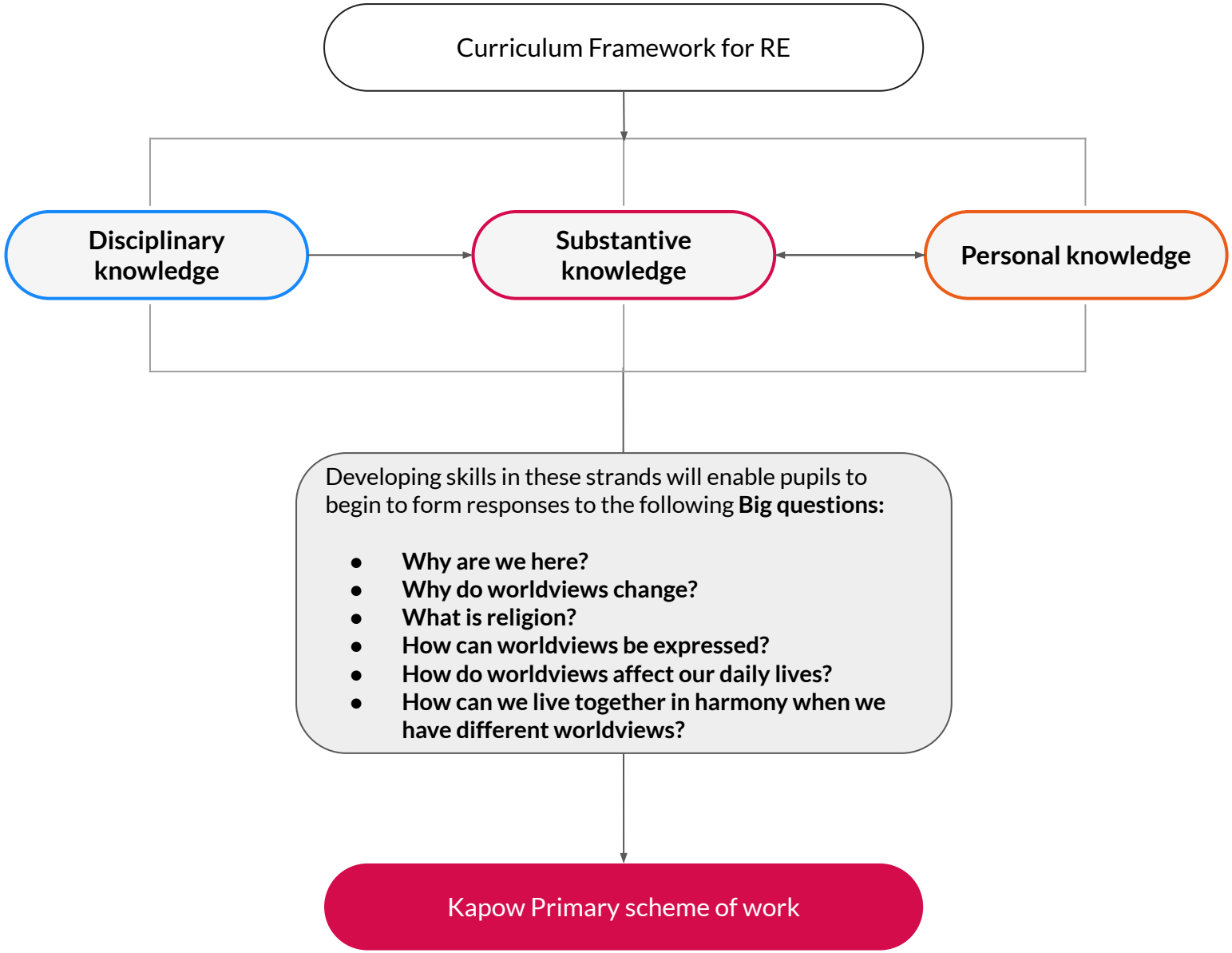
How is the RE scheme of work organised?



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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 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 people who follow the **Jewish** worldview generally: -Believe in 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 people who follow the **Christian** worldview generally: -Believe in one God. -Believe that Jesus is the son of God and is God on earth. -Believe that God created the world and the first people. -Believe that God made humans stewards over nature. -Believe that God wants to have a relationship with humans. -Believe that all people are children of God and therefore equal. -Believe that God performed miracles through Jesus.	To know that people who follow the **Muslim** worldview generally: -Believe in 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 unique relationship with humans. -Believe that God is the creator of all things. -Believe that God is all-powerful and all-knowing. To know that people who follow the **Hindu** worldview generally: -Believe in 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 God. -Believe that God is in all living things. To know that people who follow the **Zoroastrian** worldview generally: -Believe in one all powerful God who 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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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 a saviour is someone who is sent to save a group of people. • 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 people who follow the **Jewish** worldview generally: - 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 people who follow the **Christian** worldview generally: -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). -Believe Jesus was the saviour.	To know that people who follow the **Muslim** worldview generally: -Believe that they can communicate with God through prayer. -Believe Muhammad (pbuh) was specially chosen and the last true prophet. -Believe that Jesus was a prophet, along with Abraham, Moses and Noah. To know that people who follow the **Hindu** worldview generally: -Believe that they can communicate with God through prayer. To know that people who follow the **Sikh** worldview generally: -Believe God revealed the religion to Guru Nanak. -Believe Gurus to be inspired by God and born specially chosen. To know that people who follow the **Alevi** worldview generally: -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 some people believe forgiveness from God to be having wrongdoing cancelled or unpunished. • To know that religious and non-religious people have ideas about the relationship between God and humans.
Worldview related knowledge	To know that people who follow the **Hindu** worldview generally: -Believe that Brahma's (God's) spirit is within every living thing as everything comes from him. -Believe in reincarnation. -Believe that karma is affected by actions. To know that people who follow the **Christian** worldview generally: -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 people who follow the **Muslim** worldview generally: -Believe they will be judged by God according to their actions and intentions. -Believe that water is sacred. To know that people who follow the **Buddhist** worldview generally: -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 people who follow the **Humanist** worldview generally: -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.

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Substantive knowledge

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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 people who follow the **Buddhist** worldview generally: -Believe the teachings of Siddhattha Gotama (known as the Buddha). To know that people who follow the **Christian** worldview generally: -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 people who follow the **Sikh** worldview generally: -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 God can be experienced personally but not be understood. -Believe that commitmenting to trying to love God and do what he wants are more important that ceremonies, rituals and practices. To know that people who follow the **Jewish** worldview generally: -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 people who follow the **Hindu** worldview generally: -Believe that their religion goes beyond time and space and is therefore eternal, (Sanatan Dharma - the eternal way). To know that people who follow the **Bahá'í** worldview generally: -Believe that all religions are ways to understand and describe the same God. -Believe that there is one God. To know that people from the **Muslim** worldview generally: -Believe that there is only one true religion.

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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 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 the meaning of the following vocabulary in relation to death: afterlife, reincarnation, soul, judgement, eternity, finality, heaven and hell.
- To know that a person's beliefs about death may influence how they live their life.
- To know that many people who are not religious believe in some form of afterlife.
- 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, migration 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.

Worldview related knowledge

To know that people who follow the **Christian** worldview generally:
-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 in heaven (eternity with God) and hell (eternity separated from God).
-Believe that they will be judged by God at some point after death and that they will have opportunity to repent and be saved from hell.
- hold the same key beliefs but may interpret and express them differently depending on their denomination.

To know that people who follow the **Jewish** worldview generally:
-Believe our actions and purpose in life are more important than what happens when we die.
-Believe that they will be judged by God in some way after death.
-Believe resurrection of the physical body or the soul will 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 people who follow the **Hindu** worldview generally:
-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 people who follow the **Humanist** worldview generally:
-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 people who follow the **Sikh** worldview generally:
-Believe in reincarnation.

To know that people who follow the **Buddhist** tradition generally:
-Believe in reincarnation.

To know that people who follow the **Muslim** worldview generally:
-Believe that they will be resurrected and judged by Allah after death on the day of judgement.
-Believe that depending on their life they will enter Jannah (paradise) or Jahannam hell.
-Believe that Allah is forgiving and compassionate so not all bad actions will be punished.

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 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, migration and tradition influence people's worldviews. • To know that some places are valued by certain people due to things that have happened there. • 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 humans are able to make their own choices and determine their own fate. • To know that beliefs about the nature of God impact people's ideas about and responses to suffering.
Worldview related knowledge	To know that people who follow the **Christian** worldview generally: -Believe the original sin was committed by Eve and that this changed the relationship between God and humans (the fall). -Believe that human beings have free will. To know that people who follow the **Zoroastrian** worldview generally: -Believe there is a battle between good and evil both spiritually and morally. -Believe that human beings have free will. To know that people who follow the **Jewish** worldview generally: -Believe that human beings have free will. To know that people who follow the **Humanist** worldview generally: -Believe suffering to be caused either by human nature or the randomness of nature. To know that people who follow the **Sikh** worldview generally: -Believe that everything that happens is according to God's will (hukam). To know that people who follow the **Buddhist** tradition generally: -Believe human life is full of suffering and that by following the Noble eightfold path they can be released from suffering. To know that people who follow the **Sinto** worldview generally: -Believe spirits or mystical elements (kami) intervene with human life and if they are treated well will bring benefits to their lives.

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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 (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 people who follow the **Jewish** worldview may: -Give to charity (tzedakah) as a way of expressing their beliefs. -Celebrate Tu B'Shevat as an expression of the importance of nature and to show gratitude for it. -Try to live according to God's mitzvot. To know that people who follow the **Christian** worldview may: -Celebrate the birth of Jesus at Christmas by attending church services, giving gifts and retelling the Christmas story. -Give to charity as a way of expressing their beliefs. To know that people who follow the **Muslim** worldview may: -Give to charity (Zakah) 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 people who follow the **Hindu** worldview may: -Perform jatakama when a new baby is born. -Use murti (forms) to represent the different forms of God. To know that people who follow the **Humanist** worldview may: -Have a naming ceremony when a new baby is born.

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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 people who follow the **Christian** worldview may: -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 people who follow the **Hindu** worldview may: -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 people who follow the **Jewish** worldview may: -Celebrate Hanukkah by listening to stories, lighting a menorah, eating special food and playing dreidel. -Use mezuzah and tefillin to help remind them of God's word. To know that people who follow the **Muslim** worldview may: -Carry out Wudu before prayer. -Use special positions and actions during prayer called rak'ah. -Visit the mosque and find some of the features help them to pray. -Say 'peace be upon him' (pbuh) when talking about Muhammud to show respect. -Have no images of God or Muhammud (pbuh) as a sign of respect. To know that people who follow the **Alevi** worldview may: -Visit a cemevi and find some of the features help them to pray. To know that people who follow the **Sikh** worldview may: -Visit a gurudwara 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 people who follow the **Buddhist** worldview may: -Meditate to ensure the mind is peaceful and focused. -Believe that through regular meditation they can reach nirvana. To know that people who follow the **Muslim** worldview may: -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 people who follow the **Christian** worldview may: -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 people who follow the **Sikh** worldview may: -Use fire as part of funeral rituals.	To know that people who follow the **Hindu** worldview may: -Use fire symbolically during marriage ceremonies and funerals. -Use a flame or lamp as part of puja. To know that people who follow the **Jewish** worldview may: -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 people who follow the **Zoroastrian** worldview may: -Use fire as a symbol of purity and the light of God. To know that people who follow the **Shinto** worldview may: -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 people who follow the **Christian** worldview may: -Celebrate Easter remembering Jesus' death and resurrection. To know that people who follow the **Sikh** worldview may: -Treat the Guru Granth Sahib in special ways to show respect. -Wear five symbols, known as the Five Ks, as symbols of their faith. To know that people who follow the **Jewish** worldview may : -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. To know that people who follow the **Hindu** worldview may: -Read from many scriptures including revealed truths (shruti) and remembered truths (smriti).

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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, migration, leadership and history.	
Worldview related knowledge	To know that people who follow the **Christian** worldview may: -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 people who follow the **Muslim** worldview may: -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 people who follow the **Jewish** worldview may: -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 people who follow the **Hindu** worldview may: -Treat a body in special ways after death, including symbolic actions. To know that people who follow the **Sikh** worldview may: -Celebrate Diwali remembering the story of Guru Hargobind. -try to follow the examples of the Gurus when thinking about standing up for their beliefs.

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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 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, culture or historical significance to meaning to many people. • To know that there are many reasons for taking part in religious practices including belief, culture, tradition. • To know some of the ways practices are influenced by culture, tradition, migration and history.	
Worldview related knowledge	To know that people who follow the **Muslim** worldview may: -Complete Hajj (pilgrimage) at least once in their lifetime. -Practice differently depending on the branch they are part of. -Pray alone and with others at times of suffering. To know that people who follow the **Hindu** worldview may: -Try to complete at least one pilgrimage in their lifetime, possibly to the River Ganges. To know that people who follow the **Buddhist** worldview may: -Go on a pilgrimage or retreat to places of significance. -Practice differently according to the form they follow.	To know that people who follow the **Christian** worldview may: -Pray in various ways to ask God for help at times of suffering. To know that people who follow the **Jewish** worldview may: -Have different perceptions of the mitzvot and practice accordingly. -Observe Shabbat. -Practice differently depending on their interpretation of scripture (Orthodox or Reform). To know that people who follow the **Shinto** worldview may: -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 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 people who follow the **Jewish** worldview may: -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 people who follow the **Christian** worldview may: -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 people who follow the **Muslim** worldview may: -Understand the Qur'an to be the 'word of God'. -Read the Qur'an and stories about the Prophet Muhammud (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 people who follow the **Hindu** worldview may: -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 people who follow the **Jain** worldview may: -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 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 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 people who follow the **Jewish** worldview may: -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 people who follow the **Christian** worldview may: -Believe that God communicated his will through many prophets and that these messages can be applied to their lives today.	To know that people who follow the **Hindu** worldview may: -Read Smiriti (remembered truths) which contain important Hindu stories. -Believe the stories in the smriti to be remembered by humans. To know that people who follow the **Muslim** worldview may: -Try to follow the five pillars of Islam as living 'belief in action'. -Believe in harmlessness (ahimsa).

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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 tfactors affect our morals and life choices.	
Worldview related knowledge	To know that people who follow the **Christian** worldview may: -Follow The Ten Commandments as part of their moral code. -Try to live in a way that pleases God. To know that people who follow the **Muslim** worldview may: -Believe that the Qu'ran 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 people who follow the **Hindu** worldview may: -Try to follow The Five Niyamas and The Five Yamas. -Consider the consequences of their actions in light of karma.	To know that people who follow the **Buddhist** worldview may: -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 people who follow the **Humanist** worldview may: -Consider what is morally right or wrong by thinking about the effect an action may have on others. To know that people who follow the **Jewish** worldview may: -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 special and sacred 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 people who follow the **Christian** worldview may: -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. -Believe some translations of the bible to be more accurate than others. -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 people who follow the **Muslim** worldview may: -Believe that as the Qur'an was originally written in Arabic that is the more accurate language to read it in. -Believe that the Qur'an was revealed to Muhammud 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 people who follow the **Jewish** worldview may: -Believe the Torah should be written and read in Hebrew, translations are used but not considered to be fully accurate. -Study the Torah from childhood and learn to recite it. To know that people who follow the **Sikh** worldview may: -Believe the Guru Granth Sahib to be the final Guru, in written rather than human form. -Believe the Guru Granth Sahib to be written by 6 Guru and Muslim and Hindu teachers. -Seek guidance and inspiration from the Guru Granth Sahib. To know that people who follow the **Buddhist** worldview may: -Read a Buddhist canon for guidance. -Read the Jataka tales to learn from the stories of Buddha.

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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 often 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 people who follow **Sikh** worldview may: -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 people who follow the **Christian** worldview may: -Interpret some teachings of the Bible differently or put emphasis on different aspect of key teaching depending on their denomination. -Read the Bible to help them understand and respond to death. -Understand particular places to be significant to their religion based on scripture and historical events. To know that people who follow the **Jewish** worldview may: -Read the Tenak to help them understand and respond to death. -Understand particular places to be significant to their religion based on scripture and historical events.	To know that people who follow the **Muslim** worldview may: -Read the Qur'an to help them understand and respond to death. -Be part of either the Sunni or Shi'a group who disagree on who would succeed Muhammad. -Understand particular places to be significant to their religion based on scripture and historical events. To know that people who follow the **Hindu** worldview may: -Read the Bhagavad Gita to help them understand and respond to death. To know that people who follow the **Buddhist** worldview may: -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 religious people may read stories from the past about how people 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 people who follow the **Christian** worldview may: -Read modern translations of the Bible to help them understand the content in a modern day context. -Read the Bible to help them understand and respond to suffering. To know that people who follow the **Muslim** worldview may: -Go on Hajj as one of The Five Pillars. -Refer to the Hadith and Sunna (believed sayings and accounts of Muhammud to help guide them in living a life of submission to God.	To know that people who follow the **Jewish** worldview may: -Read the Tenak to help them understand and respond to suffering. To know that people who follow the **Buddhist** worldview may: -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 people who follow the **Christian** worldview may: -Believe it is important to help others in their community who are different to themselves. To know that people who follow the **Muslim** worldview may: -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 people who follow the **Humanist** worldview may: -Invite family and friends to a naming ceremony to celebrate the baby belonging to their community. To know that people who follow the **Hindu** worldview may: -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 people who follow the **Jewish** worldview may: -Help others in their community as part of following mitzvot. -Celebrate Hanukkah with others from the Jewish community. To know that people who follow the **Christian** worldview may: -Use offerings given at Harvest to help others in their local community.	To know that people who follow the **Hindu** worldview may: -Visit the mandir to worship and pray with members of their community. -Celebrate Diwali with others from the Hindu community. To know that people who follow the **Muslim** worldview may: -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 people who follow the **Sikh** worldview may: -Use fire for cremation after death with family being involved in the funeral process. -Scatter a person's ashes on body of water. To know that people who follow the **Hindu** worldview may: -Use fire for cremation after death with family being involved in the funeral process. -Scatter a person's ashes on the Ganges or another river.	To know that people who follow the **Christian** worldview may: -Take part in Baptism ceremonies.

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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 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 people who follow the **Muslim** worldview may: -Feel that they are part of a worldwide religious community (ummah). To know that people who follow the **Sikh** worldview may: -Join the Khalsa through the Amrit Sanskar ceremony. -Wear a turban (men) as part of a cultural tradition not a religious symbol.	To know that people who follow the **Jewish** worldview may: -Take part in a Bar/Bat Mitzvah ceremony.

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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 5	
Conceptual knowledge	• To know that funerals are 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.	
Worldview related knowledge	To know that people who follow the **Christian** worldview may: -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 people who follow the **Hindu** worldview may: -Consider social status or sections of society to help them understand different roles in a community.	To know that people who follow the **Jewish** worldview may: -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 and Jerusalem to be a significant place. To know that people who follow the **Muslim** worldview may: -Believe Jerusalem and Makkah to be significant.

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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 6	
Conceptual knowledge	• To know that people respond in different ways then they see people in their community suffering. • To know that shared challenge can bring people closer together. • To know experiencing a pilgrimage together can help people feel a sense of community and belonging. • To know that some people may find religious spaces special even if they are not part of that religion. • To know that people often feel significant connection to a building or place. • To know that, for many, the people in a particular space are more important than the place itself. • To know that some places are of particular significance due to historical, cultural and geographical reasons. • To know that shared practices can be important to give people a feeling of belonging. • To know that some practices can demonstrate belonging to a particular community.	
Worldview related knowledge	To know that people who follow the **Muslim** worldview may: -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. To know that people who follow the **Jewish** worldview may: -Dress in certain ways which show symbolism and belonging. -Eat certain dishes depending on their origins. To know that people who follow the **Christian** worldview may: -Believe Jerusalem to be a significant place. -Know that in the medieval period, the Latin church, was involved in crusades relating to the Holy Land.	To know that people who follow the **Hindu** worldview may: -Believe the River Ganges to be significant. To know that people who follow the **Buddhist** worldview may: -Describe themselves as following a particular form of Buddhism.

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Substantive knowledge

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

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.

	Year 1	Year 2	Lower key stage 2	Upper key stage 2
Similarities and differences	Commenting on similarities and differences between religions and worldviews. Commenting on similarities and differences within religions and worldviews. Enjoying seeing diversity in images and videos used.	Exploring similarities and differences between religions and worldviews. Exploring similarities and differences within religions and worldviews. Commenting on examples of diverse people and groups cooperating.	Identifying similarities and differences between religions and worldviews. Identifying similarities and differences within religions and worldviews. Giving thoughtful insights about why some things are the same and others are different. Exploring the ways diverse people and groups can work together for good.	Interpreting expressions of the same concept by people whose worldview differs. Interpreting expressions of the same concept by people with the same worldview Exploring why people from the same religion may disagree. Understanding and evaluating the value of diversity within religions and worldviews.
Making links	Making links between religious and non-religious beliefs and practices.	Making links between religious and non-religious beliefs, practices and symbols. Commenting on links with prior learning when encountering new content.	Explaining links between religious and non-religious practices and their significance. Recognising links with prior learning when encountering new content.	Evaluating links between religious and non-religious traditions, beliefs and practices. Identifying increasingly subtle links with prior learning when encountering new content.
Responding respectfully and empathetically	Talking about their own experiences in relation to their learning. Respectfully sharing opinions about what is important to them and what is important to others. Listening to others' ideas and comparing them to their own. Beginning to use correct vocabulary when talking about their learning.	Responding sensitively to people whose experiences are different to theirs. Commenting respectfully on things that they notice which may be surprising or different. Showing respect when looking at evidence about other people's ideas and beliefs. Using correct vocabulary when talking and beginning to use in written work.	Reflecting on how others might see the world and how they can show respect for viewpoints different to their own. Asking questions about how people show their faith and considering why they might have these questions. Developing the ability to use empathy to identify and understand the feelings of others. Using increasingly complex vocabulary and explaining its meaning to others.	Considering the thoughts, feelings, experiences, beliefs and values of others. Responding thoughtfully to and reflecting on beliefs, experiences, values and practices. Debating challenging issues with reference to learning and respect for content being debated. Using complex vocabulary confidently and in different contexts.

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Ways of knowing	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Exploring stories or scriptures	✔	✔	✔	✔	✔	✔
Looking at artefacts	✔	✔	✔	✔		✔
Interviewing others	✔			✔	✔	✔
Using surveys		✔		✔	✔	✔
Debating and discussing	✔	✔	✔	✔	✔	✔
Interpreting art	✔	✔	✔	✔	✔	✔
Listening to music		✔	✔		✔	
Dramatising, role-play or dancing	✔	✔		✔		
Analysing texts				✔	✔	✔
Experiencing	✔		✔			✔
Looking at news reports					✔	✔
Looking at photographs and images	✔	✔	✔	✔	✔	✔
Interpreting historical sources				✔	✔	
Using video or audio footage.		✔	✔		✔	✔
Using maps				✔	✔	✔
Using first-hand accounts	✔	✔	✔	✔	✔	✔

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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.

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.

Year 1	Year 2
Talking about simple ideas and things that puzzle them about belief in god. Using art to show their ideas about identity and belonging. 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.	Asking questions about what puzzles them about religious and non religious stories and texts they have read. Expressing creatively their own ideas about the questions: Who am I? Where do I belong? Understanding that others may have different ideas from their own and responding respectfully. 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.

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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.
Discussing their own views about belonging, meaning, purpose and truth.	Making links and comparisons between their own and others' views about belonging, meaning, purpose and truth.
Presenting different views thoughtfully and creatively, using evidence from learning.	Using creativity to present their own and others' ideas, explaining their choices.
Asking open questions and suggesting responses.	Asking and exploring questions from different perspectives, including their own.
Discussing their own and others' ideas about deciding what is right and wrong.	Discussing ideas about how their own or another person's worldview influences their responses to ethical issues.
Suggesting ideas about the right ways to treat others, including own opinions and ideas from learning.	Expressing ideas about fairness, honesty, love, forgiveness, truth and peace.
Thinking about their own ideas about god in light of their learning, experiences and discussions.	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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