

Knowledge and Skills Progression 2024 - 2025



Understanding of Worldviews: Key Stage One (Year 1)



Pupils begin to understand whether or not you can 'see' somebody else's worldview through their actions		Pupils begin to understand what might shape a worldview		Pupils begin to understand how worldviews might be celebrated and shared	
<p>Pupils begin to understand what a worldview is and whether they and their family have one.</p> <p>Vocabulary Right, Serve, Duty, Values, Express, Wrong, Service, Sewa, Zakat</p>		<p>Pupils know how people with similar worldviews might connect with each other e.g. festivals, rituals and ceremonies</p> <p>Vocabulary Philosophy, Guidance, Aristotle, Humanism, New Testament, Torah, Qur'an, Guru Granth Sahib, Campaigning, Tolerant, Guru, Waheguru, Il Inkar, Mool Mantra, Angels, Paganism, Supernatural</p>		<p>Pupils begin to understand how stories can be important for worldviews</p> <p>Vocabulary Ceremony, Rite of Passage, Religion, Buildings, Festival, Golden Rule, Belong, Belief ritual, Worship</p>	
<p>Disciplinary Knowledge God, Community, Church, Mosque, Masjid, Gurdwara, Symbol</p>		<p>Disciplinary Skills Guidance, Leader, Special, Torah, Qur'an, Rama, Prophet, Choices, Marsi</p>		<p>Vocabulary Values, Community, Golden Rule, Sacred</p>	
<p>Theology</p>	<ul style="list-style-type: none"> Pupils know that sacred texts are sources of beliefs and are beginning to understand the authority and power these can hold for some people. Pupils know that people may interpret sacred texts differently and that the way in which sacred texts are understood can change over time. 	<ul style="list-style-type: none"> Pupils are beginning to read simple passages from sacred texts and engage in simple exegesis (annotating and analysing) to explain what a sacred text might mean and reflect on what it may mean to others. 			
<p>Philosophy</p>	<ul style="list-style-type: none"> Pupils know that ideas about right and wrong/good and evil often come from ancient texts or the ideas of philosophers of the past. 	<ul style="list-style-type: none"> Pupils are beginning to ask ultimate questions and sharing their own possible answers to these. Pupils are beginning to use simple frameworks for logic and justifying their own position/beliefs. 			
<p>Human and Social Sciences</p>	<ul style="list-style-type: none"> Pupils know that people can have similar beliefs but may live them out in different ways. 	<ul style="list-style-type: none"> Pupils can begin to develop a simple survey (2-3 questions) to better understand the lived expression and beliefs of different worldviews. Pupils can observe individual and communal worldviews in action within the context of a local place of worship and use this to better explain phenomena from organised worldviews (e.g. prayer) and comment on what this might mean to individuals and the community. 			





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Understanding of Worldviews: Key Stage One (Year 2)

Understanding of Worldviews: Key Stage One (Year 2)		
Pupils begin to understand that people with different worldviews can have differing ideas about the same thing	Pupils begin to understand the important questions a worldview might seek to answer	Pupils begin to understand how a local area can shape a communal worldview
Vocabulary Jesus Christ, Incarnation, Salvation, Miracle, Christian, Faith, Mystery, Nativity	Vocabulary Faith, Wrong, Guidance, Value, Human rights, Right, God, Inspiration, Importance	Vocabulary Cathedral, Blitz, Reconciliation, Forgiveness, Peace
	Disciplinary Knowledge	Disciplinary Skills



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<p>Theology</p> 	<ul style="list-style-type: none"> • Pupils know that religious art and symbols can have theological and spiritual meanings. 	<ul style="list-style-type: none"> • Pupils can read simple passages from sacred texts and engage in simple exegesis (annotating and analysing) to explain what a sacred text might mean and reflect on what it might mean to others. • Pupils are beginning to make links between passages from sacred texts and examples of ritual and practice. • Pupils can make simple interpretations of sacred/religious art and symbols- simply thinking about what art might be showing to the viewer.
<p>Philosophy</p> 	<ul style="list-style-type: none"> • Pupils know that people give different reasons (including logic) for what is important to them, in answer to the ultimate questions about life. 	<ul style="list-style-type: none"> • Pupils are beginning to ask ultimate questions and sharing their own possible answers to these with increasing confidence. • Pupils are beginning to use simple frameworks for logic and justifying their own position/beliefs with increasing confidence. • Pupils can engage in simple debates and discussions mindfully, using statements as a focus for talk and the formulation of reasons.
<p>Human & Social Sciences</p> 	<ul style="list-style-type: none"> • Pupils know that asking individuals questions about their practices/lived expressions can reveal more about their beliefs and why they do things and are beginning to understand the benefits and limitations of questioning methods (e.g. surveys and interviews). • Pupils know that observing worldviews in action (e.g. a ritual or festival or the actions of a communal worldview in a specific place of worship) can help them to better understand what is happening and why it is important for believers. 	<ul style="list-style-type: none"> • Pupils can develop a simple survey (2-3 questions) to better understand the lived expression and beliefs of different worldviews. • Pupils can summarise and compare data by making simple conclusions, often with the support of the teacher.
<p>History</p> 	<ul style="list-style-type: none"> • Pupils begin to understand that religion and history can often entwine and what happens in the past can still be significant in the present. 	<ul style="list-style-type: none"> • Pupils can explain historical events simply, making connections with their significance and meaning today. Children are becoming more curious about how worldviews are formed and by what influences.

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Understanding of Worldviews: Lower Key Stage Two (Year 3)

Pupils understand that worldviews are often expressed within seasons and cycles	Pupils understand that there are different ways a worldview can be shown to other people	Pupils understand that peace and reconciliation might be important in different worldviews
Vocabulary Nature, Nativity, Seasons, Pascha, Shabbat, Pagan, Solstice, Lunar, Cycle, Ramadan, Eid-al-Fitr, Kala, Karma, Equinox	Vocabulary Icon, Architecture, Worldview, Represent, Theological, Salvation, Reconciliation, Symbol, Cathedral, Orthodox, Allah, Mosque/majid, Calligraphy, Sufi, Synagogue, Embodied	Vocabulary Peace, Forgiveness, Yom Kippur, Non-violence, Rosh Hashanah, Ahimsa, Ummah, Conflict
	Disciplinary Knowledge	Disciplinary Skills
Theology 	<ul style="list-style-type: none"> Pupils are becoming more secure in knowing that sacred texts are interpreted by individuals and communities (hermeneutics= art or skill of interpretation) and this can be literally, symbolically, metaphorically, analogically, spiritually. Pupils are becoming more secure in knowing that sacred art and architecture can communicate theological and spiritual ideas and that artists can communicate their own worldviews through art, the 'situatedness' of which matters. 	<ul style="list-style-type: none"> Pupils are starting to make links between sacred texts and the contexts in which people live. Pupils are starting to do 'engaged looking' at sacred/religious art to explore its theological significance and the manner in which the historical-social-geographical context of the art/architecture shapes its meaning. Children are reflecting on what they have learnt and are increasing in confidence in doing so.
Philosophy 	<ul style="list-style-type: none"> Pupils are beginning to know that some important ideas about life are abstract (metaphysical) in nature but no less important e.g. love, forgiveness, peace. 	<ul style="list-style-type: none"> Pupils are developing simple metaphors and similes for metaphysical philosophical ideas e.g. 'Peace is like...', 'Love is...' etc

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Human & Social Sciences





- Pupils are becoming more secure in knowing that routine and repetition are often important to worldviews and can be observed (e.g. the cycle of festivals, the routine of ritual) via ethnographic study.
 - Pupils are becoming more secure in knowing that places can encourage actions and reactions from people's bodies in response to the ideas they encounter.
 - Pupils are becoming more secure in knowing that ritual is an important aspect of many festivals and may include clothing, food and the use of artefacts.
- Pupils are becoming increasingly curious and are starting to ask questions when interviewing individuals that will help them to better understand the connection between belief and lived practice.



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Understanding of Worldviews: Lower Key Stage Two (Year 4)

Pupils understand that worldviews aren't <i>just</i> made up of good, easy things	Pupils understand the roles beliefs and faith might play in worldviews	Pupils understand that people with similar worldviews often want to find people with worldviews like their own in order to live a happy life	Pupils understand that the evidence of worldviews from the past can be seen in the present day
Vocabulary Sacrifice, Fasting, Sawm, Ramadan, Lent, Charity, Resist, Tzedakah, Pilgrimage, Hajj, Non-violence, Worldview, Sacred	Vocabulary Divine, Deity, Theistic, Monotheistic, Polytheistic, Pantheistic, Non-theistic, Worship, Absolute, Holy-Trinity, Prophet, Transcendent, Immanent, Genderless, Eternal, Puja, Avatar, Soul	Vocabulary Sahajdhari, Keshdhari, Khalsa, Amrit, Langar Aid, Gurdwara, Organised worldview, Mezuzah, Shabbat, Synagogue, Personal, Communal	Vocabulary Architecture, Ritual, Monastery, Catholic, Dissolution, Metta, Sewa, Reconciliation, Century, Prioory, Medieval, Protestant, Humanist, Dhukka, Chaplaincy
	Disciplinary Knowledge	Disciplinary Skills	
Theology 	<ul style="list-style-type: none"> Pupils know that sacred texts are interpreted by individuals and communities (hermeneutics= art or skill of interpretation) and this can be literally, symbolically, metaphorically, analogically, spiritually. Pupils know that important concepts and beliefs can be drawn from several different places in a sacred text. Pupils know that sacred texts contain ideas about God/the Divine that are often hard for those outside of the faith community to understand and may be metaphorical or built on images. Pupils know that sacred art and architecture can communicate theological and spiritual ideas and that artists can communicate their own worldviews through art, the 'situatedness' of which matters. 	<ul style="list-style-type: none"> Pupils are able to engage in simple exegesis of sacred texts, making simple interpretations of what they may mean, as well as reflecting on what they may mean for others. Pupils are able to make links between different passages within a sacred text and summarise some beliefs (e.g. beliefs about God/the Divine). Pupils are able to make links between sacred texts and the contexts in which people live Pupils are able to do 'engaged looking' at sacred/religious art to explore its theological significance and the manner in which the historical-social-geographical context of the art/architecture shapes its meaning and inspires some people. 	
Philosophy 	<ul style="list-style-type: none"> Pupils know that some important ideas about life are abstract (metaphysical) in nature but no less important e.g. love, forgiveness, peace. Pupils know that the reasons for belief in God and the supernatural can vary and that people may turn to logic, reason, revelation and tradition as they talk about and try to justify those beliefs. 	<ul style="list-style-type: none"> Pupils can develop simple metaphors and similes for metaphysical philosophical ideas e.g. 'Peace is like...', 'Love is...' etc Pupils are beginning to explain simple philosophical arguments for/against ... 	

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<p>Human & Social Sciences</p> 	<ul style="list-style-type: none"> Pupils know that an individual worldview may deviate from an organised worldview as life is lived out. 	<ul style="list-style-type: none"> Pupils can create longer surveys (e.g. 5-6 questions) that ask questions aimed at exploring lived expressions of worldviews and how beliefs may be interpreted. Children become increasingly more curious in the world around them. Pupils can explain how communal worldviews might differ from or express organised worldviews differently, using ethnographic study as a method. Pupils are beginning to summarise and question data related to religion more independently harnessing their ability to reflect further.
<p>History</p> 	<ul style="list-style-type: none"> Pupils are beginning to understand that religion and history can often entwine and what happens in the past can still be significant in the present. Pupils know that history and religion can combine to be expressed in specific ways in specific geographical areas. 	<ul style="list-style-type: none"> Pupils can explain historical events simply, making connections with their significance and meaning today.



Understanding of Worldviews: Upper Key Stage Two (Year 5)

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<p>Pupils understand that worldviews can understand the same things in different ways</p>	<p>Pupils understand how and why worldviews today are shaped by ancient stories</p>	<p>Pupils understand how a worldview might change over time</p>
<p style="text-align: center;">Vocabulary</p> <p>Jesus Christ, Messiah, Prophet, Fulfilment, Succession</p>	<p style="text-align: center;">Vocabulary</p> <p>Hermeneutics, Mesh, Revelation, Bible, Bhagavad Gita, Literal, Abrahamic, Sacred, Gunad, Shruti, Interpretation, Tradition, Midrash, Qur'an, Myth, Symbolic, Deluge, Surah, Moksha, Smriti</p>	<p style="text-align: center;">Vocabulary</p> <p>Census, Gurdwara, Langar, Oneness of Humanity, Diversity, Renaissance, Reformation, Enlightenment, Agnostic, Atheist, Theist, Ethics, Values</p>

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	Disciplinary Knowledge	Disciplinary Skills
<p>Theology</p> 	<ul style="list-style-type: none"> • Pupils becoming more secure in knowing that there are ways of interpreting texts that are held as authoritative within institutional worldviews and that some ways sacred texts were interpreted and used by institutions have been rejected over time. • Pupils becoming more secure in knowing that the same stories with the same figures can be told differently in different sacred texts and that those in religious stories can be seen as important in different ways and for different reasons. • Pupils becoming more secure in knowing that religious art can interpret sacred texts and stories in different ways, revealing the worldview of the artist. 	<ul style="list-style-type: none"> • Pupils are becoming increasingly confident applying hermeneutics – exploring different interpretations of texts and beginning to take the historical-social situations into account. • Pupils can begin to engage in religious art criticism through ‘engaged looking’ for interpreting religious art work, taking religious texts into account. • Pupils can begin to make simple links between sacred (and other) texts and today’s world, exploring how texts are used in both religious and non-religious worldviews and reflecting on the impact.
<p>Human & Social Sciences</p> 	<ul style="list-style-type: none"> • Pupils increasingly becoming more secure in understanding that worldviews are ‘embodied’. • Pupils becoming more secure in knowing that religions and worldviews change over time and are shaped by people, places, the time/era, significant events and power dynamics. • Pupils becoming more secure in knowing that positionality, place and time influence the beliefs and practices of those with religious and non-religious worldviews. • Pupils becoming more secure in knowing that surveys and polls can reveal certain things about worldviews but not the complexities of individual worldviews. 	<ul style="list-style-type: none"> • Pupils are becoming more confident in examining and reflecting on their own positionality in order to be reflective and reflexive when exploring other worldviews (through text, art and encounter). • Pupils are becoming more confident quantitative and qualitative data analysis. • Pupils are becoming more proficient in planning for and executing sociological methods such as simple polling/surveying and interviewing showing increased confidence and curiosity. • Pupils are beginning to engage in ethnographic studies based on local communal worldviews (e.g. through visits and visitors).



Understanding of Worldviews: Upper Key Stage Two (Year 6)



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Pupils understand how worldviews are more than just how you 'see' the world	Pupils begin to understand whether an individual worldview can make a difference in the world	Pupils begin to understand worldviews are not just about the here and now	Pupils understand people may not be absolutely certain about their worldview
<p>Vocabulary</p> <p>Embodied religion, Dharma, Karma, Puja, Guru Granth Sahib, Prayer, Sunnah, Ritual, Artha, Moksha, Guru Nanak, Hadith, Ethics, Morality</p>	<p>Vocabulary</p> <p>Political, Environmental, Creation, Science, Scientific theory, Big Bang,, Eschatology, Doctrine of Discovery, Indigenous, Partition, Pilgrimage, Jerusalem, Mecca, Abrahamic</p>	<p>Vocabulary</p> <p>Transcendence, Soul, Afterlife, Heaven, Paradise, Reincarnation, Rebirth, Moksha, Nirvana, Funeral</p>	<p>Vocabulary</p> <p>Truth, Relative, Salvation, Freedom, Vedas, Dharma</p>
	Disciplinary Knowledge		Disciplinary Skills
<p>Theology</p> 	<ul style="list-style-type: none"> • Pupils know that there are ways of interpreting texts that are held as authoritative within institutional worldviews and that some ways sacred texts were interpreted and used by institutions have been rejected over time. • Pupils know that interpretations of sacred texts can be- and often are- still applied to situations today to justify the actions of adherents and institutions. • Pupils know that religious art can interpret sacred texts and stories in different ways, revealing the worldview of the artist. 	<ul style="list-style-type: none"> • Pupils are increasingly confident in applying hermeneutics – exploring different interpretations of texts and beginning to take the historical-social situations into account. • Pupils can engage in religious art criticism through 'engaged looking' for interpreting religious art work, taking religious texts into account. • Pupils can make simple links between sacred (and other) texts and today's world, exploring how texts are used in both religious and non-religious worldviews. 	
<p>Philosophy</p> 	<ul style="list-style-type: none"> • Pupils know that all knowledge comes from somewhere and that ideas from worldviews can be debated and discussed • Pupils know that the ideas of philosophers past and present may provide a basis upon which people choose to live their lives. • Pupils know that what it means to live well can and will be interpreted differently and that people will draw upon different types of knowledge, values and ethics • Pupils know that people have different ideas and beliefs about the self (e.g. soul/spirit and its relationship with the body), death, life after death and the supernatural/ spiritual. 	<ul style="list-style-type: none"> • Pupils can debate, reflect on and discuss ideas from organised worldviews that are applied to current issues. • Pupils are increasingly able to put forward alternative ideas and statements, taking account of a variety of positions and arranging arguments and counterarguments in an increasingly logical manner showing their curiosity and confidence. • Pupils are developing an awareness of morality – gaining knowledge of values, ethics and deciding what these mean for them and for others. Children are becoming increasingly confident in reflection and recognising their personal truth and worldview. 	

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Human & Social Sciences



- Pupils increasingly know and understand that worldviews are 'embodied'.
 - Pupils knowing that religions and worldviews change over time and are shaped by people, places, the time/era, significant events and power dynamics.
 - Pupils know that positionality, place and time influence the beliefs and practices of those with religious and non-religious worldviews.
 - Pupils know that surveys and polls can reveal certain things about worldviews but not the complexities of individual worldviews
 - Pupils know that lived expressions of worldviews can be accessed via ethnography (observation and participation) and that people can play an important role in shaping organised and institutional worldviews.
- Pupils can confidently examine their own positionality in order to be reflective and reflexive when exploring other worldviews (through text, art and encounter).
 - Pupils can engage in more confident quantitative and qualitative data analysis.
 - Pupils can plan for and execute sociological methods such as simple polling/surveying and interviewing.
 - Pupils can engage in ethnographic studies based on local communal worldviews (e.g. through visits and visitors).