Progression of Skills – Disciplinary Knowledge

	Skills	Knowledge	Vocabulary
Reception	Asking questions about things they see and experience. Listening to and discussing some religious or belief stories. Talking about their beliefs and listening to others' beliefs. Talking about objects that are special to them and listening to others talk about their special objects. Exploring special places in the community. Meeting and talking to people with different beliefs. Engaging in role play and drama based on simple stories. Sequencing and retelling events in simple stories. Noticing similarities and differences between their own and their peers' beliefs. Talking about things which are of value or importance to them and others. Answering questions about their own beliefs and the people, places and objects they value. Using full sentences to answer open questions about their own beliefs and the people, places and objects they value.	To know that asking questions can help us look more carefully at something. To know there are different ways I can find out about others' beliefs. To know people have different beliefs and this is a good thing. To know people think different things are important. To know that it is important not to laugh at or insult others' beliefs.	
Year 1	Asking questions about things that interest them. Beginning to ask 'big' questions (e.g. Why are we here? What is real?)	To know there are different types of questions (e.g. those with simple factual answers and those with opinions or ideas).	proof important quote

	Listening to stories and discussing what happens in them. Exploring simple scripture quotes and considering how they might help people. Beginning to notice important information (e.g. first-hand accounts and photos). Retelling stories in their own words. Recognising lessons or teachings within stories and relating to their own experiences. Finding religious symbols in stories and other sources. Recognising some religious terminology in sources. Thinking about the meaning of what people do. Beginning to notice similarities and differences within and between religions and worldviews. Making links between religious and non-religious beliefs and practices. Listening to others' ideas and comparing them to their own. Talking about what their answer to a question is based on. Identifying things that are important to people. Noticing differences and using respectful language to discuss them. Talking about how beliefs can inspire people to do things. Talking about their own experiences in relation to their learning. Sharing things that make them wonder and what they think about these things.	To know stories, images and objects can help us learn about beliefs. To know diversity is often evident in sources (e.g. different ways of welcoming babies). To know similarities and differences help us understand worldviews better. To know we all notice different things in stories and sources. To know it is helpful to ask questions about sources. To know that it is important to only use positive language when discussing others' beliefs.	

	Talking about what they believe. Respectfully sharing opinions about what is important to them and what is important to others. Sharing what they have learnt. Expressing their ideas using symbols, drawings and choosing appropriate words.		
Year 2	Asking questions about what other people think and do. Asking questions in response to a question. Listening to stories and discussing what they mean. Examining simple scripture quotes and interpreting what they mean. Identifying important information from different sources (e.g. first-hand accounts, photos, survey data, video and audio footage). Identifying main characters and events in a story. Suggesting what lessons or teachings they understand from stories. Understanding that some symbols (for example, light) have meaning beyond the literal. Recognising and understanding some religious phrasing (e.g. 'peace be upon him' and 'Amen'). Thinking about what people's actions can represent. Identifying similarities and differences within and between religions and worldviews.	To know that some questions do not have a simple answer. To know stories, texts, images, artefacts and accounts can help us understand different beliefs. To know there are links between and within religious and non-religious beliefs and practices. To know we all have different ideas about what stories or sources might teach us. To know questioning sources can help us to learn. To know it is important to use language such as 'some', 'many' and 'most' when discussing the beliefs of followers of a particular worldview	express link

	Making links between religious and non-religious beliefs, practices and symbols. Commenting respectfully on things that they notice that may be surprising or different. Beginning to talk about why things are sometimes similar and sometimes different. Making links to sources when explaining their ideas. Explaining why some objects, places, practices and stories are important to people. Recognising links with prior learning when encountering new content. Discussing how their learning can help them to answer some bigger questions. Using concrete examples to express abstract concepts and ideas (e.g. what love is). Responding sensitively to people whose experiences are different to theirs. Discussing what they have learnt, giving examples. Using spoken and written words, symbols and drawings to express their ideas.		
Year 3	Asking questions about what others think and do and how they show their beliefs. Considering how different sources of information can help answer specific questions. Exploring scripture and stories to understand how different people might interpret them. Discussing how various sources provide different pieces of information.	To know the importance of asking questions respectfully. To know that questioning can help to explore big questions. To know different sources of evidence can provide different insights into beliefs and practices. To know some reasons for similarities and differences within and between religion and worldviews	connection organised worldview (3) personal worldview (3) historical modern represent

	Considering how the same story may be told in different cultures or times. Comparing and contrasting stories or teachings from different religions to identify common themes. Recognising underlying themes in stories, such as kindness or forgiveness. Recognising some common religious symbols, such as light, water and fire, and considering what they represent beyond the literal. Exploring how language may have special religious meaning and convey beliefs and teachings. Exploring similarities and differences within and between religions and worldviews. Using different sources of evidence to build ideas about a concept. Discussing the meaning of historical and modern events and practices. Reflecting on how others might see the world and how they can show respect for viewpoints different to their own. Justifying their ideas and opinions using evidence from current and prior learning. Explaining links between religious and non-religious practices and their significance. Recognise similarities in concepts and beliefs even when practices and expressions differ. Exploring how beliefs can impact people's lives and actions, including personal and community practices. Commenting on links with prior learning when encountering new content.	To know our ideas about sources and stories are influenced by the time and culture in which we live, and by our personal experiences. To know sources can be interpreted differently depending on a person's worldview. To know that it is important to express factual information about worldviews, rather than opinion.	

	Drawing on knowledge to respond thoughtfully to big questions. Developing the ability to use empathy to identify and understand the feelings of others. Beginning to discuss their own and others' spiritual experiences and beliefs. Showing respect when hearing about other people's beliefs. Explaining their learning taking into account different perspectives and evidence. Expressing thoughts, ideas and opinions clearly in a variety of ways.		
Year 4	Asking questions about what others think and do and how they show their beliefs. Considering how different sources of information can help answer specific questions. Exploring scripture and stories to understand how different people might interpret them. Discussing how various sources provide different pieces of information. Considering how the same story may be told in different cultures or times. Comparing and contrasting stories or teachings from different religions to identify common themes. Recognising underlying themes in stories, such as kindness or forgiveness. Recognising some common religious symbols, such as light, water and fire, and considering what they beyond the literal. Exploring how language may have special religious meaning and convey beliefs and teachings.	To know the importance of asking questions respectfully. To know that questioning can help to explore big questions. To know different sources of evidence can provide different insights into beliefs and practices. To know some reasons for similarities and differences within and between religions and worldviews. To know our ideas about sources and stories are influenced by the time and culture in which we live, and by our personal experiences. To know sources can be interpreted differently depending on a person's worldview. To know that it is important to express factual information about different worldviews, rather than opinion.	artefact evidence impact perception literal

	Exploring similarities and differences within and between religions and worldviews. Using different sources of evidence to build ideas about a concept. Discussing the meaning of historical and modern events and practices. Reflecting on how others might see the world and how they can show respect for viewpoints different to their own. Justifying their ideas and opinions using evidence from current and prior learning. Explaining links between religious and non-religious practices and their significance. Recognise similarities in concepts and beliefs even when practices and expressions differ. Exploring how beliefs can impact people's lives and actions, including personal and community practices. Commenting on links with prior learning when encountering new content. Drawing on knowledge to respond thoughtfully to big questions. Developing the ability to use empathy to identify and understand the feelings of others. Beginning to discuss their own and others' spiritual experiences and beliefs. Showing respect when hearing about other people's beliefs. Explaining their learning taking into account different perspectives and evidence. Expressing thoughts, ideas and opinions clearly in a variety of ways.		

Year 5	Asking challenging questions and reflecting on the origins of their questions. Identifying key information from a broad range of sources independently. Explaining why interpretations of scripture and stories vary among different people. Synthesising information from different sources to suggest ideas about beliefs. Recognising how the historical and cultural context of stories can influence their meaning. Considering the intention of the storyteller and the impact of the story. Reflecting on how stories are interpreted differently by different audiences and why. Recognising further symbols and their representations within and across religions. Analysing symbolic language and recognising how different religions use language to express similar concepts (e.g. the afterlife). Interpreting expressions of the same concept (for example, the afterlife) within and between religions and worldviews. Analysing events and issues and how these might impact people's lives. Responding thoughtfully to and reflecting on beliefs, experiences, values and practices. Forming conclusions based on a range of sources. Making connections between religious and non-religious traditions, beliefs and practices.	To know that some answers to questions can change over time and reflect on why this might be the case. To know a person's perspective influences how they interpret sources of evidence. To know it is necessary to use a variety of sources to achieve a well-rounded representation of beliefs and practices. To know the same concept (for example, equality) can be expressed in different ways. To know there is value in different interpretations of a source and that no one interpretation is correct. To know some evidence has limitations. To know that using neutral language, such as 'I notice...' or 'I see that...' is essential to discuss observations without conveying judgement or bias. To know it is important to use respectful language when challenging others' ideas (for example, 'I think,' 'I'd like to say…') but a person's beliefs should never be challenged.	interpretation portrayal significant suggest

	Appreciating the value of diversity within religions and worldviews. Appreciating the value of diversity within religions and worldviews. Identifying increasingly subtle links with prior learning when encountering new content. Debating challenging issues with reference to learning and respect for content being debated. Using examples from their learning alongside their personal worldview to answer big questions. Explaining their own and others' spiritual experiences and beliefs. Considering the thoughts, feelings, experiences, beliefs and values of others. Presenting arguments, conclusions and perspectives with supporting evidence. Presenting their own ideas and opinions creatively, considering the benefits of different forms of communication.		
Year 6	Asking challenging questions and reflecting on the origins of their questions Identifying key information from a broad range of sources independently. Explaining why interpretations of scripture and stories vary among different people. Synthesising information from different sources to suggest ideas about beliefs. Recognising how the historical and cultural context of stories can influence their meaning.	To know that some answers to questions can change over time and reflect on why this might be the case. To know a person's perspective influences how they interpret sources of evidence. To know it is necessary to use a variety of sources to achieve a well-rounded representation of beliefs and practices To know the same concept (for example, equality) can be expressed in different ways.	census respond reflect

	Considering the intention of the storyteller and the impact of the story. Reflecting on how stories are interpreted differently by different audiences and why. Recognising further symbols and their representations within and across religions. Analysing symbolic language and recognising how different religions use language to express similar concepts (e.g. the afterlife). Interpreting expressions of the same concept (for example, the afterlife) within and between religions and worldviews. Analysing events and issues and how these might impact people's lives. Considering representation in sources and how this might affect their usefulness. Responding thoughtfully to and reflecting on beliefs, experiences, values and practices. Forming conclusions based on a range of sources. Making connections between religious and non-religious traditions, beliefs and practices. Appreciating the value of diversity within religions and worldviews. Analysing how beliefs and values shape behaviours and relationships in different contexts. Identifying increasingly subtle links with prior learning when encountering new content.	To know there is value in different interpretations of a source and that no one interpretation is correct. To know some evidence has limitations. To know that using neutral language, such as 'I notice...' or 'I see that...', is essential to discuss observations without conveying judgement or bias. To know that I can challenge others' ideas using respectful language (for example, 'I think,' 'I'd like to say…') but I should not attempt to challenge their beliefs.	

	Debating challenging issues with reference to learning and respect for content being debated. Using examples from their learning alongside their personal worldview to answer big questions. Explaining their own and others' spiritual experiences and beliefs. Considering the thoughts, feelings, experiences, beliefs and values of others. Presenting arguments, conclusions and perspectives with supporting evidence. Presenting their own ideas and opinions creatively, considering the benefits of different forms of communication.		