



Forever Learning: Limitless potential for every child

Religions and Worldviews Progression of Skills (Taken from the KAPOW Scheme)

Subject: RELIGION AND WORLDVIEWS			Leader: NAOMI HEALY	
	Foundation Stage		Key Stage 1	
Area/Aspect/ Element	Nursery (Not covered by KAPOW)	Reception	Year 1	Year 2
SUBSTANTIV E KNOWLEDG E - BELIEFS	<ul style="list-style-type: none"> Remembers and talks about significant events in their own experience Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family Learns that they have similarities and differences that connect them to, and distinguish them from others. 	<ul style="list-style-type: none"> Begins to talks about past and present events in their own life and in the lives of family members 	<p>CONCEPTUAL KNOWLEDGE</p> <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> 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 	<p>CONCEPTUAL KNOWLEDGE</p> <p>To know that some people believe god performed miracles in the past.</p> <ul style="list-style-type: none"> 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.

			<p>represent God.</p> <ul style="list-style-type: none"> ● To know that people have different ideas about the role of God. 	
			<p>WORLD VIEW RELATED KNOWLEDGE</p> <ul style="list-style-type: none"> ● To know and understand the similarities and differences between the worldviews relating to the following faiths: ● Judaism, Christianity, Islam, Hinduism - ● Including the existing of one God ● Creation stories ● Forms of God/ human stewards ● How God and Nature are connected ● Relationships between God and faith communities 	<p>WORLD VIEW RELATED KNOWLEDGE</p> <ul style="list-style-type: none"> ● To know and understand the similarities and differences between the worldviews relating to the following faiths: ● Judaism, Christianity, Islam, Hinduism - ● Including : ● Stories, ● Prayer, ● Miracles, ● Key people , ● Leaders of faith
<p>PRACTICES</p>	<ul style="list-style-type: none"> ● In pretend play, imitates everyday actions and events from own family and cultural background, Beginning to have their own friends ● Shows interest in the lives of people who are familiar to them ● Recognises and describes special times or events ● for family or friends 	<ul style="list-style-type: none"> ● Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions 	<p>CONCEPTUAL KNOWLEDGE</p> <ul style="list-style-type: none"> ● To know that some religious people use art, objects and special times to represent and remember incarnation of God (of the presence of 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. 	<p>CONCEPTUAL KNOWLEDGE</p> <ul style="list-style-type: none"> ● 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. <ul style="list-style-type: none"> ● To know worship means to honour and adore. ● To know there are some objects that are special to followers of religious traditions.

	<ul style="list-style-type: none"> • Enjoys joining in with family customs and routines 			<ul style="list-style-type: none"> • 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.
			<p>WORLD VIEW RELATED KNOWLEDGE</p> <ul style="list-style-type: none"> • To know and understand the similarities and differences between the worldviews relating to the following faiths: • Judaism, Christianity, Islam, Hinduism - • <u>Including :</u> • Charity 	<p>WORLD VIEW RELATED KNOWLEDGE</p> <ul style="list-style-type: none"> • To know and understand the similarities and differences between the worldviews relating to the following faiths: • Judaism, Christianity, Islam, Hinduism - • Including : • Stories

			<ul style="list-style-type: none"> ● Services ● Gifts ● Traditions 	<ul style="list-style-type: none"> ● Use of candles and light ● Symbolism/ ritual and celebration ● Worship ● Religious buildings
WISDOM AND MORALITY	<ul style="list-style-type: none"> ● Shows some understanding that other people have perspectives, ideas and needs that are different to theirs 	<ul style="list-style-type: none"> ● Talk about the lives of the people around them and their roles in society. 	<p>CONCEPTUAL KNOWLEDGE</p> <ul style="list-style-type: none"> ● To know that some spoken and written words are important to people. <ul style="list-style-type: none"> ● 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 and non religious stories may guide people to care for animals and the planet. <ul style="list-style-type: none"> ● 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. 	<p>CONCEPTUAL KNOWLEDGE</p> <ul style="list-style-type: none"> ● 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. <ul style="list-style-type: none"> ● 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.
			<p>WORLD VIEW RELATED KNOWLEDGE</p> <ul style="list-style-type: none"> ● To know and understand the similarities and 	<p>WORLD VIEW RELATED KNOWLEDGE</p> <ul style="list-style-type: none"> ● To know and understand the similarities and

			<p>differences between the worldviews relating to the following faiths:</p> <ul style="list-style-type: none"> • Judaism, Christianity, Islam, Hinduism - • Including : • Sacred texts • How the “word of God” is understood • How life practices and rituals reflect belief 	<p>differences between the worldviews relating to the following faiths:</p> <ul style="list-style-type: none"> • Judaism, Christianity, Islam, Hinduism - • Including • How God communicated through religious texts, prophets, lifestyle guidance
COMMUNITY AND BELONGING	<ul style="list-style-type: none"> • Talk about their family and people who are important to them. 	<ul style="list-style-type: none"> • Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions 	<p>CONCEPTUAL KNOWLEDGE</p> <p>To know that religious (and non-religious) groups often provide support and care to their local and worldwide communities.</p> <ul style="list-style-type: none"> • 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. 	<p>CONCEPTUAL KNOWLEDGE</p> <p>To know that many festivals are often celebrated as a community.</p> <ul style="list-style-type: none"> • 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.
			<p>WORLD VIEW RELATED KNOWLEDGE</p> <ul style="list-style-type: none"> • To know and understand the similarities and differences between the worldviews relating to the following faiths: • Judaism, Christianity, 	<p>WORLD VIEW RELATED KNOWLEDGE</p> <p>To know and understand the similarities and differences between the worldviews relating to the following faiths:</p> <ul style="list-style-type: none"> • Judaism, Christianity, Islam, Hinduism -

			<ul style="list-style-type: none"> Islam, Hinduism - Including : Community service and gifts Community and family celebrations 	<ul style="list-style-type: none"> Including : Community service and gifts - such as Harvest Celebrations within the religious community Annual popular celebrations embraced in the community and worldwide
Similarities and differences	<p>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</p> <p>Learns that they have similarities and differences that connect them to, and distinguish them from, others</p>	<ul style="list-style-type: none"> Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions 	<p>Commenting on similarities and differences between religions and worldviews.</p> <p>Commenting on similarities and differences within religions and worldviews.</p> <p>Enjoying seeing diversity in images and videos used.</p>	<p>Exploring similarities and differences between religions and worldviews.</p> <p>Exploring similarities and differences within religions and worldviews.</p> <p>Commenting on examples of diverse people and groups cooperating.</p>
Making links		<ul style="list-style-type: none"> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other cultures, communities and countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. 	<p>Making links between religious and non-religious beliefs and practices.</p>	<p>Making links between religious and non-religious beliefs, practices and symbols.</p> <p>Commenting on links with prior learning when encountering new content.</p>

<p>Responding respectfully and empathetically</p>	<ul style="list-style-type: none"> • Is becoming more aware of the similarities and differences between themselves and others in more detailed ways and identifies them self in relation to social groups and to their peers 		<p>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.</p>	<p>Responding sensitively to people whose experiences are different to theirs. Commenting respectfully on things that they notice which may be surprising or different.</p> <p>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.</p>
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