



Forever Learning: Limitless potential for every child

Religion And Worldviews
Victor Seymour Infants' School
- Disciplinary Knowledge
(Taken from the KAPOW Scheme)

Pupils gain and apply disciplinary knowledge, throughout the enquiry cycle. This corresponds to attainment targets B and C of the Religious Education Council's Curriculum Framework for Religious Education in England.

Key stage 1

B1: 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: Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.

B3: Notice and respond sensitively to some similarities between and within different religions and worldviews.

C1: 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.

C2: Find out about and respond with ideas to examples of co-operation between people who are different.

C3: Find out about questions of right and wrong and begin to express their ideas and opinions in response.

	EYFS/ Reception	Year 1	Year 2
Question	Asking questions about things they see and experience.	Asking questions about things that interest them. Beginning to ask 'big' questions (e.g. Why are we here? What is real?).	Asking questions about what other people think and do. Asking questions in response to a question.

	To know that asking questions can help us look more carefully at something.	To know there are different types of questions (e.g. those with simple factual answers and those with opinions or ideas).	To know that some questions do not have a simple answer.
Investigate	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.	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).	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).
	To know there are different ways I can find out about others' beliefs.	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 stories, texts, images, artefacts and accounts can help us understand different beliefs.
Interpret	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.	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.	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

		<p>Beginning to notice similarities and differences within and between religions and worldviews.</p> <p>Making links between religious and non-religious beliefs and practices.</p>	<p>be upon him' and 'Amen').</p> <p>Thinking about what people's actions can represent. Identifying similarities and differences within and between religions and worldviews.</p> <p>Making links between religious and non-religious beliefs, practices and symbols.</p>
Evaluate	To know people have different beliefs and this is a good thing.	<p>To know similarities and differences help us understand worldviews better.</p> <p>To know we all notice different things in stories and sources.</p>	<p>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.</p>
	Talking about things which are of value or importance to them and others.	<p>Listening to others' ideas and comparing them to their own.</p> <p>Talking about what their answer to a question is based on.</p> <p>Identifying things that are important to people.</p> <p>Noticing differences and using respectful language to discuss them.</p>	<p>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.</p> <p>Making links to sources when explaining their ideas.</p> <p>Explaining why some objects, places, practices and stories are important to people.</p>
	To know people think different things are important.	To know it is helpful to ask questions about sources.	To know questioning sources can help us to learn.