

Notes: Each key stage will build on the disciplinary knowledge and skills as part of a spiral curriculum. The aim of this is to embed that knowledge and skills before moving key stage.

RE at REFS
Knowledge and skills progression

Theology		
Year groups	Disciplinary knowledge	Disciplinary skills
EYFS	<ul style="list-style-type: none"> • Pupils begin to know some special stories from ancient texts that still hold value for many people today. • Pupils begin to know those stories often have links to what people do (e.g. ritual) and what they celebrate (e.g. festival). 	<ul style="list-style-type: none"> • Pupils are starting to read simple texts with their adults and are beginning to talk about what they might mean. • Pupils are starting to apply what is learned from sacred texts and are beginning to understand these as offering guidance for some people in real life situations.
KSI	<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. • 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. • 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.
LKS2	<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. 	<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. • 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

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	<ul style="list-style-type: none"> • 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. 	<p>significance and the manner in which the historical-social-geographical context of the art/architecture shapes its meaning.</p>
UKS2	<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 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 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 confidently 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.

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Philosophy		
Year groups	Disciplinary knowledge	Disciplinary skills
EYFS	<ul style="list-style-type: none"> Pupils begin to know that people have different sources for their ideas about right and wrong but that these often line up and show agreement on how to treat each other. 	<ul style="list-style-type: none"> Pupils are starting to engage in simple reasoning, using 'because' to justify some conclusions.
KSI	<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. 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. Pupils can engage in simple debates and discussions, using statements as a focus for talk and the formulation of reasons.
LKS2	<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 ...
UKS2	<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 	<ul style="list-style-type: none"> Pupils can debate 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.

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	<p>draw upon different types of knowledge, values and ethics</p> <ul style="list-style-type: none">• 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 are developing an awareness of morality – gaining knowledge of values, ethics and deciding what these mean for them and for others.
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Human and social sciences		
Year groups	Disciplinary knowledge	Disciplinary skills
EYFS	<ul style="list-style-type: none"> Pupils begin to know there are different ways that human beings can show they belong together and hold similar beliefs, and that these may differ depending on space and time. 	<ul style="list-style-type: none"> Pupils are starting to explore specific expressions of what it might mean to be part of a community and what 'belonging' might mean.
KSI	<ul style="list-style-type: none"> Pupils know that people can have similar beliefs but may live them out in different ways. 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. 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.
LKS2	<ul style="list-style-type: none"> Pupils know 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 know that an individual worldview may deviate from an organised worldview as life is lived out. Pupils know that places can encourage actions and reactions from people's bodies in response to the ideas they encounter. 	<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. Pupils can ask questions when interviewing individuals that will help them to better understand the connection between belief and lived practice. Pupils can explain how communal worldviews might differ from or express organised worldviews differently, using ethnographic study as a method.

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	<ul style="list-style-type: none"> • Pupils know that ritual is an important aspect of many festivals and may include clothing, food and the use of artefacts. 	<ul style="list-style-type: none"> • Pupils are beginning to summarise and question data related to religion more independently.
UKS2	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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).

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History		
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EYFS	Not introduced at this point	Not introduced at this point
KSI	<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.
LKS2	<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.
UKS2	All units covering element taught by the end of LKS2	All units covering element taught by the end of LKS2