



<p>Understanding the World ELG: Past and Present People Cultures and Communities</p>	<p>National Curriculum Expectations</p>	
<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what they read in class. 	<p style="text-align: center;">In KS1 pupils should be taught:</p> <p><u>Developing religious and theological literacy through religions and worldviews</u></p> <ul style="list-style-type: none"> • Beliefs and practices: Recall and name different beliefs and practices including festivals, worship, rituals and ways of life in order to find out about the meanings behind them. • Sources of wisdom: Retell and suggest meanings to some sources of wisdom and stories of faith and belief, exploring and discussing sacred writings and sources of wisdom and recognizing the traditions from which they come. • Symbols and actions: Recognise how and why symbols and actions express religious meaning, appreciating some similarities between communities. • Prayer, worship and reflection: Respond and reflect on what individuals and communities do and why, so that pupils begin to understand what prayer, worship and reflection means to a religious community • Identity and belonging: Notice and talk about how groups express their identity and belonging: listen to and talk with people, including leaders who belong to a faith community, about how their commitment affects their lives. • Ultimate questions: Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions using creative media. • Human responsibility and values: respond to stories and real life examples of how and why people show care and concern for humanity and the world. • Justice and fairness: Reflect on ideas about what is right and wrong and consider how spiritual and moral values influence the behavior and choices of themselves and of others. 	<p style="text-align: center;">In KS2 pupils should be taught:</p> <p><u>Developing religious and theological literacy through religions and worldviews</u></p> <ul style="list-style-type: none"> • Beliefs and practices: Describe, make connections and reflect upon different features of the religions and worldviews studied, discovering more about the significance of pilgrimage, worship, and the rituals that mark important points in life including the joy of celebrations. • Sources of wisdom: Investigate, interpret and respond to a range of stories, sacred writings and sources of wisdom and authority, reflecting on the impact of beliefs and teachings as a way of seeing the world in different communities. • Symbols and actions: Explore and describe a range of beliefs, practices and symbols in order to understand different ways of expressing meaning. • Prayer, worship and reflection: Observe and understand varied examples of how people of faith communicate their beliefs through sacred spaces, worship, prayer, reflection, meditation and stillness. • Identity and belonging: Understand the challenges of individual commitment to a community of faith or belief. Examine the role of religious leadership and why belonging to religious communities may be valuable in their own lives. • Ultimate questions: Discuss and present thoughtfully, through creative media, their own and others' views and challenging questions about belonging, meaning, purpose and truth. • Human responsibility and values: Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all. Respond thoughtfully to ideas about values, respect and human responsibility. • Justice and fairness: Discuss and apply their own and others ideas about ethical questions, reflecting on ideas about what is right and wrong and what if just and fair.



Skills Progression	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Beliefs and Practices	Explore different ways of living, including beliefs and festivals	Give at least one example of beliefs and practices, including festival, worship, ritual and share meaning behind them.	Give at least 3 examples of different beliefs and practices, including festivals, worship, rituals and ways of life and explain some meaning behind	Describe using specific religious vocab the impact of celebrations and key moments in life in religious communities.	Describe, make connections and reflect on some religious and non-religious worldviews studied Use specific religious vocab to describe how celebrations and key moments in life are marked by communities.	Use religious vocabulary to compare two examples of celebrations marking key points in life's journey including pilgrimage.	Describe, make connections and reflect on some religious and worldviews studied. Use specific religious vocab to describe how celebrations and key moments in life are marked by communities.
Sources of Wisdom	Listen and respond to religious stories	Respond to religious and moral stories. Begin to raise questions about sources of wisdom and their origins	Retell and suggest meanings to some religious and moral stories. Think, talk and ask questions about sacred writings, sources of wisdom and traditions from where they come.	Raise questions and suggest meanings to 3 examples of either religious & moral stories, sources of wisdom, sacred writings and their impacts.	Show awareness, respond, describe and interpret a range of stories, sacred writings, psalms, poems, hymns, prayers and artefacts. Develop an impact of different communities and on individual believers	Demonstrate an understanding of the impact of sources of wisdom on individuals and give examples of how these connect to different communities.	Show awareness, respond and interpret a range of stories, sacred writings and sources of wisdom, recognising and understanding the impact on different communities and individuals.
Symbols and actions	Communicate about people, places and religious symbols and artefacts	Give at least one example of a symbol or action and explain how it is used.	Give at least 3 examples of symbols and actions explaining how and why they express religious leaning Notice similarities between communities.	Describe how religious beliefs, symbolic expression and actions can communicate meaning to individual followers. Describe similarities between two faith communities.	Explain a range of beliefs, symbolic expressions and actions (verbal and non-verbal) can communicate meaning to individual followers. Describe some similarities between communities.	Describe how a range of beliefs, symbolic expression and actions can communicate meaning. Identify some similarities and differences between and within two communities.	Compare how and why a range of beliefs, actions and expressions communicate meaning. Identify and describe similarities and differences between and within communities.



Prayer, worship, reflection	Communicate through talk or gesture about prayer. Experience periods of stillness and reflection	Talk about how and where some worshippers pray. Respond to periods of stillness and reflection.	Explore how and where worshippers connect to prayer and worship. Participate in periods of stillness and reflection.	Ask and answer questions about places of prayer and worship and the impact they might make on faith communities.	Describe why and where worshippers connect to prayer and worship. Participate in periods of stillness and quiet though and where appropriate express personal reflections.	Explain why, where and how, worshippers connect to prayer and worship. Actively engage in periods of stillness; describe their reflective experiences.	Through enquiry and experience, demonstrate worshippers' connection to prayer, faith and sacred spaces.
Identifying and belonging	Show awareness of things and people that matter to them and link this to learning in Religious Education	Talk about things and people that matter to them and how they belong to groups including faith groups.	Talk with others how groups express who they are and how individuals belong to communities including faith groups. Describe what a leader does and why.	Give two examples of how individuals show they belong to a faith community. Recognise how some religious people are guided by their religious leaders.	Show an understanding of some of the challenges individuals face in a faith community. Demonstrate how it may help them. Explore how some religious people are guided by their religious leaders.	Recognise the challenge of commitment for individuals belonging to a living faith. Raise questions on how faith today is shaped by identity; religious guidance and leadership.	Show and express insights into the challenges of individual commitment, belonging and faith. Raise questions on guidance and leadership in their own and others' lives
Ultimate questions	Use imagination and curiosity to develop their wonder of the world and ask questions about it	Demonstrate curiosity about the wonder of the world, asking and beginning to respond to questions.	Ask and answer a range of how and why questions about belonging, meaning and truth, expressing own ideas and opinions.	Through creative media, express an understanding of a range of ultimate questions, reflecting on questions difficult to answer.	Respond to a range of challenging 'if' and 'why' questions about making sense of the world, expressing personal reflections.	Raise challenging questions and suggest answers including a range of perspectives from different faiths and belief groups.	Present a range of views and answers to challenging questions about belonging, meaning and truth.



<p>Human responsibility and values</p>	<p>Explore how people show concern for each other and the world around them</p>	<p>Respond to faith stories and examples of showing care and concern for humanity and the world.</p>	<p>Tell stories and share real life experiences of how people care and concern for humanity and the world. Think; talk and ask questions and why they do this.</p>	<p>Recognise the Importance of showing care and responsibility of the world, identifying the shared values in two communities.</p>	<p>Illustrate how diverse communities can live together respectfully sharing the same important values and sense of responsibility.</p>	<p>Describe the diversity of local and national communities. Identify some shared communal values and responsibilities.</p>	<p>Explain how communities can live together, identifying common values, justice, respect and shared responsibility. Use personal responses to challenge how responsibility is shaped by faith.</p>
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<p>Justice and fairness</p>	<p>Understand what is right, wrong and fair</p>	<p>Respond to moral stories and demonstrate what it means to be right and wrong, just and fair.</p>	<p>Explain the influence of rules. Explore moral stories and consider what is right and wrong, just and fair</p>	<p>Explore moral stories and reflect on why individuals make choices about what is right and wrong, just and fair.</p>	<p>Consider and discuss questions on matters that are important in the world including choices about what is right or wrong.</p>	<p>Identify and describe how people with religious worldviews make choices about what is right and wrong.</p>	<p>Evaluate and ask challenging questions applying their own and others ideas about responsibility and what is right or wrong, consider possible effects of different moral choices.</p>
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