Dales Academies Trust
Together for Excellence

Religious Education Disciplinary Knowledge Progression

Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
EYFS I make connections between features of my family and other families. I notice differences between people by responding to different people's names with gestures/actions. I know that in my community there are many different people who might look different to me.	Theology- Believing I can talk about a religious story.	Theology- Believing I can retell a religious story. I can recognise that stories used by religions and worldviews contain beliefs.	Theology- Believing I can retell a religious story and suggest meanings to religious and moral stories. I can recognise that some beliefs connect together and begin to talk about these connections. I can give different examples of how beliefs influence daily life.	Theology- Believing I can describe what a believer might learn from a religious story/ sacred text. I can identify some links between beliefs being studied within a religion or worldview. I can recognise that beliefs are influenced by events in the past and present. I can show an awareness of some of the similarities and differences between and within religions and worldviews. I can recognise ways in which beliefs might make a think about how they live their life, how they see the world in which they live and how they view others.	Theology- Believing I can make clear links between the beliefs/teachings of the different religions studied. I can show how beliefs are connected to/ influence believers' lives. I can identify some of the similarities and differences between and within religions and worldviews. I can identify ways in which beliefs might make a think about how they live their life, how they see the world in which they live and how they view others.	Theology- Believing I can suggest reasons for the similar and different beliefs which people hold. I can describe how different sources of authority are used to help shape belief, actions and views. I can show an awareness of how historical events might have influenced some religious and non-religious worldviews. I can articulate ways in which beliefs shape the way believers view the world in which they live and how they view others.	Theology- Believing I can explain why believers hold key beliefs and why they use worship and rituals to mark important events in life. I can explain how events in history and society have influenced some religious and non-religious worldviews. I can describe some of the key theological similarities and differences between and within religions and worldviews. I can explain, discuss and debate how beliefs shape the way believers view the world in which they live and how they view others.
Philosophy- Thinking Awareness of family members.	Philosophy- Thinking I can talk about my family and say why they are important to me. I can talk about what makes me feel happy and sad. I can use my senses to investigate religion and belief.	Philosophy- Thinking I begin to ask questions about the world around me- e.g. Different faith communities. I can talk and think about what is important to me and other people. I am beginning to make connections between what I see and hear with	Philosophy- Thinking I can explore questions about a story or practice from a religion or world view related to meaning, truth and the world around me. I begin to express my ideas and opinions and recognise there could be more than one answer.	Philosophy- Thinking I can ask important questions about life and compare my ideas with other peoples. I link things that are important to me and other people with the way they think and behave.	Philosophy- Thinking I can describe different philosophical answers to questions related to belief and belonging. I can give reasons for my own and others' ideas to a given question and support my viewpoint with facts and evidence.	Philosophy- Thinking I can explain different philosophical answers to questions about the world around me, including questions relating to meaning and existence. I begin to consider and apply ideas about ways in which diverse	Philosophy- Thinking I analyse and evaluate a range of philosophical answers to questions about the world around me, including questions relating to meaning and existence. I consider the challenges of belonging to a religion today.

		what I know about the world around me. I can use religious and belief stories to talk about how beliefs affect the way people behave.	I can talk about the difference between knowing and believing. I can give a reason to say why someone might hold a particular belief using the word 'because'. I can use religious and belief stories, make connections between peoples' beliefs about right and wrong and their actions.	I can use more than one reason to support my view. I can recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'.	I can confidently ask questions about the moral decisions I make and know that others make different decisions leading to a different consequence. I begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge.	communities can live well together. I explain some of the different ways in which philosophers understand abstract concepts. I can explain, using a range of reasons, whether a position or argument is coherent and logical. I can explain a range of answers to ethical and moral questions and issues, drawing conclusions. I can show awareness of diversity of opinion and why there are differences.	I explain my view of how people express their ideas about the meaning and purpose of life, giving examples. I explain how beliefs and teachings influence what people think about ethical/ moral questions. I can give my own view. I analyse and evaluate different ways in which philosophers understand abstract concepts. I use well- chosen pieces of evidence to support and counter a particular argument. I analyse and evaluate a range of different answers to ethical and moral questions/issues.
Human/ Social Sciences- Living Awareness of family ceremonies/festival.	Human/ Social Sciences- Living I can talk about: • Some ceremonies • Some festivals • Some religious symbols .	Human/ Social Sciences- Living I recall and name different beliefs and practices. I recognise that there are different symbols and practices used by people of different religions and worldviews. I recognise that beliefs impact a believer's daily life and their family.	Human/ Social Sciences- Living I ask and respond sensitively to questions about why religious communities do different things. I recognise that religious symbols, words and actions express a community way of living. I identify ways in which beliefs impact a believer's daily life, their family or local community.	Human/ Social Sciences- Living I describe and begin to make links between some of the things that are the same and different for religious people. I use religious vocabulary to describe some of the different ways people live and express their belief or worldview. I identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/ worldviews. I can identify a range of ways in which beliefs have an impact on a believer's daily life, their	Human/ Social Sciences- Living I express my own thoughts about belief, ways of living and expressing using correct religious vocabulary. I describe some of the varying ways in which religions and beliefs are practised locally and nationally (both within and between religions/ worldviews) with reference to at least two religions/ worldviews. I describe ways in which beliefs can impact on and influence individual lives, communities and society and show awareness of how individuals,	Human/ Social Sciences- Living I explain the different ways in which the terms 'religion' and ''belief' are used by followers from within a religion or worldview and those from outside it. I am beginning to show an increasing awareness of how individuals, communities and society can shape beliefs.	Human/ Social Sciences- Living I explain the influence and impact of religions and beliefs on individual lives, communities and society (recognising the similarities and differences found within and between religions). I can analyse and evaluate the varying use of the terms 'religion' and 'belief' by followers from within a religion or worldview and those from outside it. I can analyse and evaluate how beliefs affect, influence and change individual lives, communities and society.

				family, community and society.	communities and society can also shape beliefs.		