

Weddington Primary School - RE Skills Progression 2025 - 26.

Lead Discipline:

Theology

Philosophy

Human & Social Science

History

EYFS

F3 How do people know how to treat each other?

Ph

F2 Who are the people in sacred (special) stories and why might they still be important today?

Theo

F1 How can people show they belong together?

HSS

Disciplinary Skills:

- Pupils are starting to read simple texts with their adults and are beginning to talk about and become more curious 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.
- Pupils are starting to engage in simple reasoning by reflecting on what they have learnt, using 'because' to justify some conclusions.
- Pupils are starting to explore specific expressions of what it might mean to be part of a community and what 'belonging' might mean.



Year 1	K1.1 How might your religion or worldview be seen in the choices you make? HSS	K1.2 Where do people turn for guidance in life? Theo	K1.3 How do people with similar religion and worldviews share and celebrate their beliefs? HSS	
--------	---	---	---	--

Disciplinary Skills:

- Pupils are beginning to read simple passages from sacred texts and engage in simple exegesis (annotating and analysing) to explain what a sacred text might mean and reflect on what it may mean to others.
- 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 begin to develop simple survey questions that could be asked to better understand the lived expression and beliefs of different worldviews.
- 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.



Year 2	K1.4 Who is Jesus? (1) Theo	K1.5 What is most important for different people? Ph	K1.6 Why has the Coventry Blitz shaped Christian worldviews locally and globally? Hist	
--------	------------------------------------	---	---	--

Disciplinary Skills:

- Pupils can read simple passages from sacred texts and engage in simple exegesis (annotating and analysing) to explain what a sacred text might mean and reflect on what it might mean to others.
- 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.
- Pupils are beginning to ask ultimate questions and sharing their own possible answers to these with increasing confidence.
- Pupils are beginning to use simple frameworks for logic and justifying their own position/beliefs with increasing confidence.
- Pupils can engage in simple debates and discussions mindfully, using statements as a focus for talk and the formulation of reasons.
- Pupils can summarise and compare data by making simple conclusions, often with the support of the teacher.
- Pupils can explain historical events simply, making connections with their significance and meaning today. Children are becoming more curious about how worldviews are formed and by what influences.



Year 3	L2.1 Why are nature and the seasons significant for religion and worldviews? HSS	L2.2 How are religion and worldviews shaped and expressed through art and architecture? Theo	L2.3 What can religion and worldviews tell us about conflict, peace, forgiveness and reconciliation and is that important? Ph	
--------	---	---	--	--

Disciplinary Skills:

- Pupils are starting to make links between sacred texts and the contexts in which people live.
- Pupils are starting to do 'engaged looking' at sacred/religious art to explore its theological significance and the manner in which the historical-social-geographical context of the art/architecture shapes its meaning. Children are reflecting on what they have learnt and are increasing in confidence in doing so.
- Pupils are developing simple metaphors and similes for metaphysical philosophical ideas e.g. 'Peace is like...', 'Love is...' etc
- Pupils are becoming increasingly curious and are starting to ask questions when interviewing individuals or analysing data that will help them to better understand the connection between belief and lived practice.



Year 4	L2.4 How might your worldview lead you to do hard things for good reasons? HSS	L2.5 What or who is 'God' and how is the divine understood in theistic worldviews? Theo	L2.6 Do you have to be part of a faith community to express an organised worldview? HSS	L2.7 How have religion and history entwined in this area? Hist
--------	---	--	--	---

Disciplinary Skills:

- Pupils are able to engage in simple exegesis of sacred texts, making simple interpretations of what they may mean, as well as reflecting on what they may mean for others.
- 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 significance and the manner in which the historical-social-geographical context of the art/architecture shapes its meaning and inspires some people.
- 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 ...
- Pupils can create surveys that ask questions aimed at exploring lived expressions of worldviews and how beliefs may be interpreted. Children become increasingly more curious in the world around them.
- Pupils can explain how communal worldviews might differ from or express organised worldviews differently, using ethnographic study as a method.
- Pupils are beginning to summarise and question data related to religion more independently harnessing their ability to reflect further.
- Pupils can explain historical events simply, making connections with their significance and meaning today.



Year 5	U2.1 Who is Jesus? (2) Theo	U2.2 Why might ancient stories still be so important for religion and worldviews today? Theo	U2.3 Do religions change or do they stay the same? HSS	U2.4 What might it mean to 'live well'? Ph
--------	------------------------------------	---	---	---

Disciplinary Skills:

- Pupils are becoming increasingly confident applying hermeneutics - exploring different interpretations of texts and beginning to take the historical-social situations into account.
- Pupils can begin to engage in religious art criticism through 'engaged looking' for interpreting religious art work, taking religious texts into account.
- Pupils can begin to make simple links between sacred (and other) texts and today's world, exploring how texts are used in both religious and non-religious worldviews and reflecting on the impact.
- Pupils are becoming more confident in examining and reflecting on their own positionality in order to be reflective and reflexive when exploring other worldviews (through text, art and encounter).
- Pupils are becoming more confident in quantitative and qualitative data analysis.
- Pupils are becoming more proficient in planning sociological methods such as simple polling/surveying and interviewing showing increased confidence and curiosity.
- Pupils are beginning to engage in ethnographic studies based on local communal worldviews (e.g. through visits and visitors).



Year 6	U2.5 How do beliefs and ideas about land shape the way human beings live? HSS	U2.6 How might your worldview impact on the way you understand death and beyond? Ph	U2.7 What is truth and where might it be found? Ph	
--------	--	--	---	--

Disciplinary Skills:

- Pupils are increasingly confident in 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.
- Pupils can debate, reflect on 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 showing their curiosity and confidence.
- Pupils are developing an awareness of morality - gaining knowledge of values, ethics and deciding what these mean for them and for others. Children are becoming increasingly confident in reflection and recognising their personal truth and worldview.
- 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 sociological methods such as simple polling/surveying and interviewing and sometimes execute them.
- Pupils can engage in ethnographic studies based on local communal worldviews (e.g. through visits and visitors).

