

RE Overview and Progression

	Autumn 1	Whole school	Autumn 2	Whole school	Spring 1	Spring 2	Whole school	Summer 1	Summer 2
Nursery		Harvest		Christmas			Easter		
Reception	What makes us special? Christian	Harvest	What are special times? Hindu, Christian	Christmas	Time to celebrate Christian, Muslim	What makes the world special? Christian	What is the Easter Story?	Why are some things special? Christian, Jewish	Why are some stories special? Christian, Muslim
Year 1	How did the world begin? Christian, Jewish, Hindu	Harvest How do Christians celebrate Harvest?	What do some people believe God looks like? Christian, Hindu, Muslim	Why is Christmas important to Christians?	What is Gods Job? Jewish, Zoroastrianism, Muslim, Hindu, Christian	Why should we care for the world? Jewish, Muslim, Hindu, Jain, Humanist	Why is Easter special to so many Christians?	How do we know that new babies are special? Muslim, Hindu, Christian, Humanist	Why should we care for others? Sikh, Christian, Jewish , Muslim, Humanist
Year 2	Why do we need to give thanks? Hindu, Christian, Humanist	Harvest Why do we celebrate the Harvest festival in autumn?	What do candles mean to people? Christian, Hindu, Jewish	What can light mean at Christmas?	How do we know some people have a special connection to God? Sikh, Muslim, Christian, Jewish, Hindu	What is a prophet? Christian, Muslim, Jewish, Sikh	Why does Easter bring hope to so many Christians?	How do some people talk to God? Muslim, Jewish, Hindu	Where do some people talk to God? Hindu, Alevi, Muslim, Sikh
Year 3	What makes us human? Hindu, Christian, Buddhist, Humanist	Harvest How & why is food shared during Harvest?	Where do our morals come from? Christian/Jewish, Buddhist, Muslim, Hindu, Humanist	Why do many Christians think that Christmas is good news?	Is scripture central to religion? Jewish, Muslim, Christian,	What happens if we do wrong? Hindu, Muslim, Humanist, Christian, Jewish	What can Easter teach about forgiveness?	Why is water symbolic? Christian, Sikh, Muslim, Shinto	Why is fire used ceremonially? Hindu/Sikh, Zoroastrianist
Year 4	Are all religions equal? Bahá'í, Sikh, Hindu	Harvest How is Harvest festival similar to other festivals?	What makes some texts sacred? Sikh, Hindu, Buddhist	How is Christmas part of a bigger story?	Just how important are our beliefs? Sikh, Muslim, Jewish, Hindu, Christian	Who was Jesus really? Christian, Jewish, Muslim	How is Easter celebrated around the world?	Why was the bible, the bestselling book of all time? Christian	Does the language of scripture matter? Christian, Muslim, Jewish
Year 5	Why do people have to stand up for what they believe in? Christian, Muslim, Sikh	Harvest Explore the link between seasonal holidays and Harvest festival	Why doesn't Christianity always look the same? Christian	Why do some people use different names for Jesus?	What happens when we die (part 1) Jewish, Christian, Muslim Humanist	What happens when we die (part 2) Hindu, Buddhist, Sikh	What might the Easter story suggest about life after death?	Who should get to be in charge? Muslim, Sikh, Christian	Why are some places in the world significant to believers? Christian, Jewish, Buddhist, Muslim, Sikh and Hindu
Year 6	Why does religion look different around the world (part 1) Jewish, Muslim, Christian	Harvest Explore the importance of Harvest through the lyrics of Harvest for the World by Isley brothers	Why does religion look different around the world (part 2) Hindu, Sikh, Buddhist, Jain	Who celebrates Christmas?	Why is it better to be there in person? Muslim, Jewish, Christian, Humanist	Why is there suffering (part 1) Jewish, Christian, Zoroastrianist, Buddhist	Why might some people take part in Easter traditions?	Why is there suffering (part 2) Shinto, Buddhist, Sikh Humanist	What place does religion have in our world today? Multiple worldviews

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Disciplinary Knowledge					
	Early years	Year 1	Year 2	Year 3 & 4	Years 5 & 6
Question	<p>I can ask questions about things they see and experience.</p> <p>To know that asking questions can help us look more carefully at something.</p>	<p>I can ask questions about things that interest me.</p> <p>I can begin to ask 'big' questions (e.g. Why are we here? What is real?).</p>	<p>I can ask questions about what other people think and do.</p> <p>I can ask questions in response to a question.</p>	<p>I can ask questions about what others think and do and how they show their beliefs.</p>	<p>I can ask challenging questions and reflect on the origins of my questions.</p>
Investigate	<p>Listening to and discussing some religious or belief stories.</p> <p>Talking about their beliefs and listening to others' beliefs.</p> <p>Talking about objects that are special to them and listening to others talk about their special objects.</p> <p>Exploring special places in the community. Meeting and talking to people with different beliefs.</p>	<p>I can listen to stories and discuss what happens to me.</p> <p>I can explore simple scripture quotes and consider how they might help people.</p> <p>I can begin to notice important information (e.g. first-hand accounts and photos).</p>	<p>I can listen to stories and discuss what they mean.</p> <p>I can examine simple scripture quotes and interpret what they mean.</p> <p>I can identify important information from different sources (e.g. first-hand accounts, photos, survey data, video and audio footage).</p>	<p>I can consider how different sources of information can help answer specific questions.</p> <p>I can explore scripture and stories to understand how different people might interpret them.</p> <p>I can discuss how various sources provide different pieces of information.</p>	<p>I can identify key information from a broad range of sources independently.</p> <p>I can explain why interpretations of scripture and stories vary among different people.</p> <p>I can synthesise information from different sources to suggest ideas about beliefs</p>
Interpret	<p>I can engage in role play and drama based on simple stories.</p> <p>I can sequence and retell events in simple stories.</p> <p>I can notice similarities and differences between their own and their peers' beliefs.</p>	<p>I can retell stories in my own words.</p> <p>I can recognise lessons or teachings within stories and relate them to my own experiences.</p> <p>I can find religious symbols in stories and other sources.</p> <p>I can recognise some religious terminology in sources.</p> <p>I can think about the meaning of what people do.</p> <p>I can begin to notice similarities and differences within and between religions and worldviews.</p> <p>I can make links between religious and non-religious beliefs and practices.</p>	<p>I can identify main characters and events in a story.</p> <p>I can suggest what lessons or teachings I understand from stories.</p> <p>I can understand that some symbols (for example, light) have meaning beyond the literal.</p> <p>I can recognise and understand some religious phrasing (e.g. 'peace be upon him' and 'Amen').</p> <p>I can think about what people's actions can represent.</p> <p>I can identify similarities and differences within and between religions and worldviews.</p> <p>I can make links between religious and non-religious beliefs, practices and symbols.</p>	<p>I can consider how the same story may be told in different cultures or times.</p> <p>I can compare and contrast stories or teachings from different religions to identify common themes.</p> <p>I can recognise underlying themes in stories, such as kindness or forgiveness.</p> <p>I can recognise some common religious symbols, such as light, water and fire, and consider what they represent beyond the literal.</p> <p>I can explore how language may have special religious meaning and convey beliefs and teachings.</p> <p>I can explore similarities and differences within and between religions and worldviews.</p> <p>I can use different sources of evidence to build ideas about a concept.</p> <p>I can discuss the meaning of historical and modern events and practices.</p>	<p>I can recognise how the historical and cultural context of stories can influence their meaning.</p> <p>I can consider the intention of the storyteller and the impact of the story.</p> <p>I can reflect on how stories are interpreted differently by different audiences and why.</p> <p>I can recognise further symbols and their representations within and across religions.</p> <p>I can analyse symbolic language and recognise how different religions use language to express similar concepts (e.g. the afterlife).</p> <p>I can interpret expressions of the same concept (for example, the afterlife) within and between religions and worldviews.</p> <p>I can analyse events and issues and how these might impact people's lives.</p>
Reflect & Evaluate	<p>I can talk about things which are of value or importance to them and others.</p>	<p>I can listen to others' ideas and compare them to my own.</p> <p>I can talk about what my answer to a question is based on.</p> <p>I can identify things that are important to people.</p>	<p>I can comment respectfully on things that I notice that may be surprising or different.</p> <p>I can begin to talk about why things are sometimes similar and sometimes different.</p> <p>I can make links to sources when explaining my ideas.</p> <p>I can explain why some objects, places, practices and stories are important to people.</p>	<p>I can reflect on how others might see the world and how I can show respect for viewpoints different to my own.</p> <p>I can justify my ideas and opinions using evidence from current and prior learning.</p> <p>I can explain links between religious and non-religious practices and their significance.</p>	<p>I can consider representation in sources and how this might affect their usefulness.</p> <p>I can respond thoughtfully to and reflect on beliefs, experiences, values and practices.</p> <p>I can form conclusions based on a range of sources.</p>

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		I can notice differences and use respectful language to discuss them.		I can recognise similarities in concepts and beliefs even when practices and expressions differ.	I can make connections between religious and non-religious traditions, beliefs and practices. I can appreciate the value of diversity within religions and worldviews.
Apply	I can answer questions about their own beliefs and the people, places and objects they value.	I can talk about how beliefs can inspire people to do things. I can talk about my own experiences in relation to my learning. I can share things that make me wonder and what I think about these things.	I can explain how beliefs may influence behaviour and decisions. I can recognise links with prior learning when encountering new content. I can discuss how my learning can help me to answer some bigger questions.	I can explore how beliefs can impact people's lives and actions, including personal and community practices. I can comment on links with prior learning when encountering new content. I can draw on knowledge to respond thoughtfully to big questions. I can develop the ability to use empathy to identify and understand the feelings of others.	I can analyse how beliefs and values shape behaviours and relationships in different contexts. I can identify increasingly subtle links with prior learning when encountering new content. I can debate challenging issues with reference to learning and respect for content being debated. I can use examples from my learning alongside my personal worldview to answer big questions.
Express	I can use full sentences to answer open questions about their own beliefs and the people, places and objects they value.	I can talk about what I believe. I Can respectfully share my opinions about what is important to me and what is important to others. I can share what I have learnt. I can express my ideas using symbols, drawings and choose appropriate words.	I can use concrete examples to express abstract concepts and ideas (e.g. what love is). I can respond sensitively to people whose experiences are different to mine. I can discuss what I have learnt, giving examples. I can use spoken and written words, symbols and drawings to express my ideas.	I can begin to discuss my own and others' spiritual experiences and beliefs. I can show respect when hearing about other people's beliefs. I can explain my learning taking into account different perspectives and evidence. I can express thoughts, ideas and opinions clearly in a variety of ways.	I can explain my own and others' spiritual experiences and beliefs. I can consider the thoughts, feelings, experiences, beliefs and values of others. I can present arguments, conclusions and perspectives with supporting evidence. I can present my own ideas and opinions creatively, considering the benefits of different forms of communication.

Substantive Knowledge - World Faiths							
	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

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<p style="text-align: center;">Beliefs</p>	<p>To know that beliefs are things people think are true.</p> <p>To know that some people have different beliefs about God.</p> <p>To know that there are groups of people who have similar beliefs.</p>	<p>To know that to believe is when we accept something is true, especially when we do so without proof.</p> <p>To know that some people believe God exists as a powerful, non-human being.</p> <p>To know that in some religions, followers believe in one supreme being or God who is loving.</p> <p>To know that people have different ways of understanding God on earth (incarnation).</p> <p>To know that some people believe that humans have a special relationship with God.</p> <p>To know that there are different names for God.</p> <p>To know that there are different ways to refer to and represent God.</p> <p>To know that people have different ideas about the role of God.</p>	<p>To know that some people believe god performed miracles in the past.</p> <p>To know that some people believe there are people who are chosen for a special purpose by God.</p> <p>To know that a prophet is someone who talks about God's plan or will.</p> <p>To know that some people believe that God has made a promise between himself and his people.</p> <p>To know that prayer means communicating with God.</p>	<p>To know that there are organised and personal worldviews and religious beliefs fit into both of these.</p> <p>To know that soul means a person's spiritual and emotional sense of identity.</p> <p>To know that some people believe all living things have a soul and that it is immortal.</p> <p>To know that spirituality is connection with inner self, immaterial things and belief of something beyond oneself.</p> <p>To know that some people believe spirituality and soul to be unique to humans.</p> <p>To know that some people believe connection with a god to be a spiritual experience.</p> <p>To know that actions have consequences and that people think differently about what these are.</p> <p>To know that forgiveness is cancelling out wrongdoing or removing punishment.</p> <p>To know that religious and non-religious people have ideas about the relationship between God and humans.</p>	<p>To know that religious and non-religious worldviews change over time for individuals and groups.</p> <p>To know that people from different religions believe some of the same things.</p> <p>To know that organised and personal religious beliefs change and develop over time.</p> <p>To know that there are historical links and connections between religions.</p> <p>To know that sacrifice means giving up something valued for the sake of something else.</p> <p>To know that holy means divine, sacred or connected to God.</p> <p>To know that there is evidence that Jesus was a real person and that people have different beliefs about his significance.</p>	<p>To know the meaning of atheist, agnostic and theist.</p> <p>To know that people have different beliefs about what happens when we die.</p> <p>To know that some people believe in God, who may judge their actions when they die.</p> <p>To know that some people believe in life after death and others may believe death is the end of our life in any form.</p> <p>To know and use correctly the following vocabulary in relation to death: afterlife, reincarnation, soul, judgement, eternity, heaven and hell.</p> <p>To know that many people who are not religious believe in some form of afterlife.</p> <p>To know that some people believe they will be reincarnated in a different form after death.</p> <p>To know that in the UK religious beliefs are a protected characteristic.</p> <p>To know that in some times and places people did not or do not have religious freedom.</p> <p>To know that throughout history and in modern times people have had to protest or fight for religious freedom.</p> <p>To know some of the ways that history, geography and leadership influence people's worldviews.</p> <p>To know that leadership and authority can impact people's worldviews.</p> <p>To know that worldviews impact the process of choosing leadership and authority.</p>	<p>To know the meaning of omnipotent (all powerful), omniscient (all knowing) and omnipresent (everywhere at all times).</p> <p>To know some of the ways that culture, history, geography and tradition influence people's worldviews.</p> <p>To know that some people believe leaders are anointed (chosen by God).</p> <p>To know that people from the same organised worldview often hold the same key beliefs but may interpret and express them differently.</p> <p>To know that free will means a belief that humans are able to make their own choices and determine their own fate.</p> <p>To know that beliefs about the nature of God may impact people's ideas about and responses to suffering.</p>
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						<p>To know that some people believe leaders are anointed (chosen by god).</p> <p>To know that leadership and authority can impact people's worldviews.</p> <p>To know that some places are valued by certain people due to things that have happened there.</p>	
Practices	<p>To know that some objects are special to different people for different reasons.</p> <p>To know that special objects should be treated carefully.</p> <p>To know how and why some people celebrate special times.</p>	<p>To know that some religious people use art, objects and special times to represent and remember incarnation of God (of the presence of God on Earth).</p> <p>To know that many people have special ceremonies when babies are born.</p> <p>To know that many people give money, time or donations to charity as a way of showing that caring for others is important.</p>	<p>To know there are some festivals which are celebrated by religious and non-religious people.</p> <p>To know festivals usually celebrate a special or miraculous event from the past.</p> <p>To know that festivals often use light symbolically as part of celebrations.</p> <p>To know worship means to honour and adore.</p> <p>To know there are some objects that are special to followers of religious traditions.</p> <p>To know that one reason religious followers worship is to show gratitude, say 'thank you', to God.</p> <p>To know that a festival is celebrated by many people and happens regularly.</p> <p>To know that practices associated with festivals have special meanings.</p> <p>To know that people from the same faith may celebrate a festival differently.</p> <p>To know that people pray in different ways in different places.</p> <p>To know that objects, words and actions can represent an idea of belief.</p> <p>To know that when some</p>	<p>To know that rituals are a way of expressing beliefs and ideas about God.</p> <p>To know that prayer, meditation and rituals are used to connect spiritually.</p> <p>To know that the way scriptures are used and treated reflects beliefs about their importance.</p> <p>To know that water is often used in ceremonies and rituals to symbolise cleansing and purity.</p> <p>To know that fire is often used in ceremonies and rituals to symbolise purity and remembrance.</p> <p>To know that worship can take many forms and often involves symbolism.</p>	<p>To know that the way scriptures are treated and used reflects beliefs about their meaning and origin.</p> <p>To know that rituals and practices can be based on religious and cultural roots and that often these are interconnected.</p> <p>To know that the ways scriptures are read and used changes over time.</p> <p>To know that people with similar worldviews may practice in different ways due to historical events.</p> <p>To know that practices change over time.</p>	<p>To know that funeral practices often reflect beliefs about life after death.</p> <p>To know that funerals can be important to help people grieve.</p> <p>To know that some festivals commemorate times when religious freedom has been fought for (e.g. Bonfire night).</p> <p>To begin to consider reasons for taking part in religious practices including belief, culture, tradition and obligation.</p> <p>To begin to consider some of the ways practices are influenced by culture, tradition, geography, leadership and history.</p>	<p>To know that some people may use religious practises (e.g prayer, worship) to help them in times of suffering.</p> <p>To know that a pilgrimage is a journey to a place of religious significance.</p> <p>To know that pilgrimages are an important part of some people's life.</p> <p>To know that pilgrimage helps some people to feel close to God.</p> <p>To know that visiting a place of personal, religious, cultural or historical significance can have a special meaning for many people.</p> <p>To know that there are many reasons for some people taking part in religious practices including belief, culture and tradition.</p> <p>To know some of the ways practices are influenced by culture, tradition, geography and history.</p>

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			<p>people talk to god they might use their body to show respect.</p> <p>To know that some people talk to god in different ways and for different reasons.</p>				
Wisdom & Morality	<p>To know that stories can help us to learn how to behave.</p> <p>To know that some stories are special to different people for different reasons.</p> <p>To know that speaking to others can help us to learn.</p>	<p>To know that some spoken and written words are important to people.</p> <p>To know that creation stories provide people with possible answers as to why we are here.</p> <p>To know that followers often read religious stories.</p> <p>To know that some religious and non-religious stories may guide people to care for animals and the planet.</p> <p>To know that religious teachings often encourage gratitude for what god created (e.g. others and the planet) and a responsibility to look after it.</p> <p>To know that some stories may guide people to care for others.</p> <p>To know that the way people treat animals and nature reflects their worldview.</p>	<p>To know that books and stories can have different meaning to different people.</p> <p>To know that religious stories can help us to understand religious beliefs.</p> <p>To know that stories from long ago can be applied to modern life.</p> <p>To know that wisdom means knowledge that comes from experience.</p> <p>To know that guidance means advice, informance or rules given by someone in authority.</p> <p>To know that values are what people see as important in life.</p> <p>To know that prophets and gurus are considered to share God's wisdom and guidance have had it revealed to them by God.</p> <p>To know that religions have forms of guidance or rules (commandments) and believers will follow these in different ways.</p>	<p>To know that morals are our thinking about what is right and wrong.</p> <p>To know many religious and non-religious worldviews express the idea of a 'golden rule' relating to how we treat others.</p> <p>To know that the teachings of a religious or non-religious worldview often link with a follower's life choices.</p> <p>To know that people's views about what is right and wrong change over time and place.</p> <p>To know that many factors affect our morals and life choices.</p>	<p>To know that stories and scriptures give insights about how to live.</p> <p>To know that religious texts contain different types of writings.</p> <p>To know why the Bible has a significant role in public life in many countries, including the UK.</p> <p>To know that religious scriptures come from a range of sources and origins.</p> <p>To know that religious scriptures are written in different languages and this can affect interpretation.</p>	<p>To know that ideas about the afterlife come from many sources. To know that beliefs about life after death can affect how people choose to live their lives.</p> <p>To know that people are inspired and led by others from within and outside their community.</p> <p>To begin to understand that scripture can be interpreted in different ways.</p> <p>To know that there are different ways to decide who becomes a leader or authority (democracy, bloodline) and these are not always agreed on.</p> <p>To know that wisdom means thinking sensibly and taking into account knowledge and experience.</p> <p>To know that guidance means advice, informance or rules given by someone in authority.</p> <p>To know that within and between religious and non-religious groups people may disagree about challenging issues.</p>	<p>To know that within and between religious and non-religious groups teaching about challenging issues can be contradictory and controversial.</p> <p>To know that writings from long ago can give people insight into modern day issues.</p> <p>To know that ideas and beliefs about suffering come from many sources.</p> <p>To know that some people use stories about how others became close to God to guide them in achieving the same aim.</p> <p>To know that cultural, historical and geographical context can affect how scripture is interpreted.</p> <p>To know that people disagree on whether ancient writings are still relevant to modern life.</p> <p>To know that the same guidance or scripture can be interpreted differently by people.</p>
	<p>To know that some places are special to different people for different reasons.</p> <p>To know that there are people in the community who help others to explore their beliefs and guide them.</p>	<p>To know that religious (and non-religious) groups often provide support and care to their local and worldwide communities.</p> <p>To know that people with similar worldviews often work together to care for the world</p>	<p>To know that many festivals are often celebrated as a community.</p> <p>To know that some people find praying or worshipping as part of a community helpful.</p> <p>To know that members of the same community may have</p>	<p>To know that for many people relationships with others and being part of a community are important.</p> <p>To know that all communities have rules and guidance for how to live together.</p>	<p>To know that being part of a community with similar beliefs is important to some people.</p> <p>To know that the history of religion affects how people see their own and others' communities.</p> <p>To know that the language</p>	<p>To know that funerals can be important times for communities to support one another.</p> <p>To know that communities sometimes fight or protest for the rights of themselves or others.</p>	<p>To know that people respond in different ways then they see people in their community suffering.</p> <p>To know experiencing a pilgrimage together can help some people feel a sense of community and belonging.</p>

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Community & Belonging	<p>To know that being part of a community is important to many people.</p>	<p>and for others.</p> <p>To know that some religious and non-religious people carry out ceremonies when babies are born to welcome them into their community.</p> <p>To know that baby welcoming ceremonies often include symbols and actions to show the baby's relationship with god.</p>	<p>similar or different ways of life.</p> <p>To know that many religious groups have special buildings which may have features linked to beliefs and practices.</p> <p>To know that offerings used to express gratitude may be used to help a person's local or national community.</p> <p>To know that within a community people have different values, ideas and beliefs.</p>	<p>To know that ceremonies involving water and fire are important occasions for some communities.</p> <p>To know that eternal flames are sometimes used as a sign of remembrance in a community.</p>	<p>used during worship and prayer is important for some people when connecting with their community.</p> <p>To know that for some people outward expressions of belief are important for a sense of belonging.</p> <p>To know that disagreement and change happens in communities.</p>	<p>To know that the community or group someone is part of shapes their sense of belonging.</p> <p>To know that religious communities usually have a leader who carries out certain duties with or on behalf of the community.</p> <p>To know that some people may find religious spaces significant even if they are not part of that religion.</p> <p>To know that some places are of particular significance due to historical, cultural and geographical reasons.</p>	<p>To know that some people feel significant connection to a building or place.</p> <p>To know that, for some, the people in a particular space are more important than the place itself.</p> <p>To know that shared practices can be important to give some people a feeling of belonging.</p> <p>To know that some practices might demonstrate belonging to a particular community.</p> <p>To know that shared challenge can bring people closer together.</p> <p>To know that particular places can be significant to their religion based on scripture and historical events.</p>
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