

### Progression of Knowledge and Skills

| Our Curriculum is building on the knowledge learned in our Early Years...                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                          |                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Build constructive and respectful relationships</li> <li>• Think about the perspectives of others</li> <li>• Developing positive attitudes about the differences between people</li> <li>• Understand that some places are special to members of their community</li> <li>• Recognise that people have different beliefs and celebrate special times in different ways</li> <li>• Articulate their ideas and thoughts in well-formed sentences</li> </ul> |                                                                                                                                                                                                                                          |                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                   |
| Progression in RE Knowledge                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Year 1                                                                                                                                                                                                                                   | Year 2                                                                                                                                                                                                 | Year 3                                                                                                                                                                                                                                                                                        | Year 4                                                                                                                                                                                                                                    | Year 5                                                                                                                                                                                                                                                                                                                                            | Year 6                                                                                                                                                                                                                                                            |
| Know about and understand a range of Religions and world views<br><br>(Disciplinary)                                                                                                                                                                                                                                                                                                                                                                                                               | A1. Recall and name different beliefs and practices.<br>A2. Retell religious and moral stories and recognise the traditions they come from.<br>A3. Recognise some different symbols and actions which express a community's way of life. | A1. To understand the meanings behind different beliefs and practises.<br>A2. Suggest meanings to some religious and moral stories.<br>A3. Appreciate some similarities between different communities. | A1: Describe different features of the religions and world views that are studied.<br>A2: Describe some of the links between stories and other aspects of the communities.<br>A3: Explore and describe a range of beliefs, symbols and actions to begin to understand different ways of life. | A1: Make connections between different features of the religions and world views that are studied.<br>A2: To understand the links between stories and other aspects of the communities that are being studied. A3: Explore and describe a | A1: Describe and make connections between different features of the religions and world views that are studied and begin to reflect on their significance.<br>A2: To understand the links between stories and other aspects of the communities that are being studied and to begin to respond thoughtfully to a range of sources of wisdom and to | A1: Describe and make connections between different features of the religions and world views that are studied and reflect on their significance. A2: To understand the links between stories and other aspects of the communities and to respond thoughtfully to |

|  |  |  |  |                                                                                      |                                                                                                                                                                                            |                                                                                                                                                                      |
|--|--|--|--|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  |  |  | range of beliefs, symbols and actions to begin to understand different ways of life. | beliefs and teachings that arise from them in different communities.<br>A3: Explore and describe a range of beliefs, symbols and actions to begin to understand different ways of life and | a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.<br>A3: Explore and describe a range of beliefs, symbols and |
|--|--|--|--|--------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|  |  |  |  |  |                             |                                                                              |
|--|--|--|--|--|-----------------------------|------------------------------------------------------------------------------|
|  |  |  |  |  | ways of expressing meaning. | actions to understand different ways of life and ways of expressing meaning. |
|--|--|--|--|--|-----------------------------|------------------------------------------------------------------------------|

|                                                                                                                           |                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Express ideas and insights about the nature, significance and impacts of religions worldwide.</p> <p>(Substantive)</p> | <p>B1. Ask and respond to questions about what individuals and communities do.</p> <p>B2. Observe and recount different ways of expressing identity and belonging.</p> <p>B3: Notice some similarities between different religions and worldviews.</p> | <p>B1. Identify what difference belonging to a community might make. B2. Observe and recount different ways of expressing identity and belonging and respond sensitively.</p> <p>B3: Notice and respond sensitively to some similarities between different religions and worldviews.</p> | <p>B1: Observe varied examples of religions and worldviews.</p> <p>B2: Give suggestions for why belonging to a community may be valuable.</p> <p>B3: Observe and consider different dimensions of religion.</p> | <p>B1: Observe and understand varied examples of religions and worldviews.</p> <p>B2: To understand some of the challenges of commitment to a community, faith or belief.</p> <p>B3: Observe and consider different dimensions of religion so they can explore similarities and differences between different religions and worldviews.</p> | <p>B1: Observe and understand varied examples of religions and worldviews so that they can explain their meanings and significance.</p> <p>B2: Give suggestions for why belonging to a community may be valuable in the diverse communities being studied.</p> <p>B3: Observe and consider different dimensions of religion so they can explore and begin to understand similarities and differences between different religions and worldviews.</p> | <p>B1: Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance.</p> <p>B2: Give suggestions for why belonging to a community may be valuable in the diverse communities being studied and in their own lives.</p> <p>B3: Observe and consider different dimensions of religion so they can explore and understand similarities and differences between different religions and worldviews.</p> |
|---------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                                                                                           |                                                                                                                                           |                                                                                                                                                                        |                                                                                                                                                                                 |                                                                                                                                                             |                                                                                                                                                                                      |                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|
| Gain and deploy skills needed to engage seriously with religion and worldwide views.<br><br>(Substantive) | C1, Explore questions about belonging, meaning and truth.<br>C2. Find out about examples of cooperation between people who are different. | C1. Express their own ideas and opinions about belonging, meaning and truth.<br>C2. To respond with ideas to examples of cooperation between people who are different. | C1: Discuss and present thoughtfully their own views on belonging, meaning, purpose and truth.<br>C2: Consider ideas about ways in which diverse communities can live together. | C1: Discuss and present thoughtfully their own and others' views on belonging, meaning, purpose and truth. C2: Consider and apply ideas about ways in which | C1: Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth.<br>C2: Consider and apply ideas about ways in | C1: Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth applying ideas of |
|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|

|  |                                                  |                                                                             |                                                                                        |                                                                                                                                                  |                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                          |
|--|--------------------------------------------------|-----------------------------------------------------------------------------|----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | C3. Find out about questions of right and wrong. | C3. Express ideas and opinions in response to questions of right and wrong. | C3: Discuss their own ideas about ethical questions including what is right and wrong. | diverse communities can live together.<br><br>C3: Discuss their own and others' ideas about ethical questions including what is right and wrong. | which diverse communities can live together, responding thoughtfully to ideas about community, values and respect.<br>C3: Discuss their own and others' ideas about ethical questions including what is right and wrong and what is just and fair. | their own in different forms.<br>C2: Consider and apply ideas about ways in which diverse communities can live together, responding thoughtfully to ideas about community, values and respect. C3: Discuss their own and |
|--|--------------------------------------------------|-----------------------------------------------------------------------------|----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|  |  |  |  |  |  |                                                                                                                                                    |
|--|--|--|--|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------|
|  |  |  |  |  |  | others' ideas about ethical questions including what is right and wrong and what is just and fair and express their own ideas clearly in response. |
|--|--|--|--|--|--|----------------------------------------------------------------------------------------------------------------------------------------------------|