



Our Curriculum is building on the knowledge learned in our Early Years...

- Build constructive and respectful relationships
- Think about the perspectives of others
- Developing positive attitudes about the differences between people
- Understand that some places are special to members of their community
- Recognise that people have different beliefs and celebrate special times in different ways
- Articulate their ideas and thoughts in well-formed sentences

| 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 (Disciplinary) | A1. Recall and name different beliefs and practises A2. Retell religious and moral stories, and recognise the traditions they come from. 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. A2. Suggest meanings to some religious and moral stories. A3. Appreciate some similarities between different communities. | A1: Describe different features of the religions and world views that are studied. A2: Describe some of the links between stories and other aspects of the communities. 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. A2: To understand the links between stories and other aspects of the communities that are being studied. A3: Explore and describe a range of beliefs, symbols and actions to begin to understand different ways of life. | A1: Describe and make connections between different features of the religions and world views that are studied and begin to reflect on their significance. 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 beliefs and teachings that arise from them in different communities. A3: Explore and describe a range of beliefs, symbols and actions to begin to understand different ways of life and | 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 a range of sources of wisdom and to beliefs and teachings that arise from them in different communities. A3: Explore and describe a range of beliefs, symbols and |

Our Curriculum Intent:

To deliver an inclusive, engaging and memorable curriculum which bridges differences, opens minds and fosters critical thinking in all our learners

| | | | | | | |
|--|---|--|--|--|---|--|
| | | | | | ways of expressing meaning. | actions to understand different ways of life and ways of expressing meaning. |
| Express ideas and insights about the nature, significance and impacts of religions worldwide. (Substantive) | B1. Ask and respond to questions about what individuals and communities do. B2. Observe and recount different ways of expressing identity and belonging. B3: Notice some similarities between different religions and worldviews. | B1. Identify what difference belonging to a community might make. B2. Observe and recount different ways of expressing identity and belonging and respond sensitively. B3: Notice and respond sensitively to some similarities between different religions and worldviews. | B1: Observe varied examples of religions and worldviews. B2: Give suggestions for why belonging to a community may be valuable. B3: Observe and consider different dimensions of religion. | B1: Observe and understand varied examples of religions and worldviews. B2: To understand some of the challenges of commitment to a community, faith or belief. B3: Observe and consider different dimensions of religion so they can explore similarities and differences between different religions and worldviews. | B1: Observe and understand varied examples of religions and worldviews so that they can explain their meanings and significance. B2: Give suggestions for why belonging to a community may be valuable in the diverse communities being studied. B3: Observe and consider different dimensions of religion so they can explore and begin to understand similarities and differences between different religions and worldviews. | B1: Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance. B2: Give suggestions for why belonging to a community may be valuable in the diverse communities being studied and in their own lives. B3: Observe and consider different dimensions of religion so they can explore and understand similarities and differences between different religions and worldviews. |
| Gain and deploy skills needed to engage seriously with religion and worldwide views. (Substantive) | C1, Explore questions about belonging, meaning and truth. C2. Find out about examples of cooperation between people who are different. | C1. Express their own ideas and opinions about belonging, meaning and truth. 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. 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. 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 |

Our Curriculum Intent:

To deliver an inclusive, engaging and memorable curriculum which bridges differences, opens minds and fosters critical thinking in all our learners

| | | | | | | |
|--|--|---|--|--|--|--|
| | 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. 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. 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. 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. |
|--|--|---|--|--|--|--|

Our Curriculum Intent:

To deliver an inclusive, engaging and memorable curriculum which bridges differences, opens minds and fosters critical thinking in all our learners