



## Religious Education Skills & Knowledge Curriculum Sequence Of Progression



Knowledge*	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Religion &amp; Other Area Of Study</b>	<b>Christianity &amp; Places Of Worship</b>	<b>Islam &amp; Judaism</b>	<b>Hinduism &amp; Forgiveness</b>	<b>Christianity &amp; Sikhism</b>	<b>Islam &amp; Pilgrimage</b>	<b>Buddhism &amp; Consolidation Of All Religions</b>
<b>God</b>	What do people believe about God? What do Christians learn and understand about God through Old Testament Bible stories? What do stories in the New Testament tell Christians about Jesus?	What do people believe about God? How is Allah described in Qur'an? What do Muslims learn about Allah and their faith through the Qur'an?	What do people believe about God? How are deities and key figures described in Hindu sacred texts and stories? What is the purpose of visual symbols in the mandir?	What do people believe about God? How do symbols in the Bible help a Christian to relate to God? What do symbols in the story of baptism of Jesus reveal about the nature of God? What visual symbols and symbolic acts can be seen in a Christian church? How might language within worship express Christian beliefs.	What do people believe about God? What do the main concepts in Islam reveal about the nature of Allah? What is the purpose of visual symbols in a mosque?	
<b>Being Human</b>	How does faith and belief affect the way people live their lives? What does the Bible say about how Christians should treat others and live their lives? How can Christian faith and beliefs be seen in the actions of inspirational Christians?	How does faith and belief affect the way people live their lives? What does the Qur'an say about how Muslims should treat others and live their lives? How can the Muslim faith and beliefs be seen in the actions of inspirational Muslims?	How does faith and belief affect the way people live their lives? How do Hindus reflect their faith in the way they live? What is karma and how does it drive the cycle of samsara? How might a Hindu seek to achieve moksha?	How does faith and belief affect the way people live their lives? In what ways does the Bible teach Christians to treat others? How is this expressed in practice?	How does faith and belief affect the way people live their lives? What does the Qur'an teach Muslims about how they should treat others? How do Muslim teaching guide the way Muslims act in the world? How are Muslim beliefs expressed in practice?	Consolidation

<b>Community, worship and celebration</b>	What do Christians do to express their beliefs? Which celebrations are important to Christians?	How do people express their religions and beliefs? What do Muslims do to express their beliefs? Which celebrations are important to Muslims?	How do people express their religion and beliefs? How is Hindu belief expressed personally and collectively? How does Hindu worship and celebration build a sense of community?	How do people express their religion and belief? How is Christian worship and celebration build a sense of community?	How do people express their religion and beliefs? How is Muslim worship expressed collectively? How does Muslim worship and celebration build a sense of community?	Consolidation
<b>Life Journey, rites of passage</b>	How do people mark important events in life? What do Christians do to celebrate birth? What does it mean and why does it matter to belong?	How do people mark important events in life? What do Muslims do to celebrate birth?	How do people mark important events in life? How do Hindus show they belong?	How do people mark important events in life? How do Christians show they belong?	How do people mark important events in life? How do Muslims show they belong?	Consolidation
<b>Other Area</b>	<b>Additional unit of place of worship:</b> symbols, architecture, worship, diversity, practices, connections with key beliefs, schools should utilise local places where possible.	<b>In-depth study of another religion/belief system – Judaism.</b> Key beliefs, practices, festivals, symbols, Opportunities to compare and contrast with compulsory units.	<b>Forgiveness:</b> Religious/non-religious beliefs about forgiveness; examples of religious festivals/practices/stories that focus on saying sorry and asking for forgiveness.	<b>Additional Unit: In-depth study of another religion/belief system – Sikhism:</b> key beliefs, practices, festivals, symbols.	<b>Additional Unit- Pilgrimage</b> – Enquiry into journeys carried out by religious people – motivations for the journey, key destinations, practices associated with the journey, key beliefs expressed by the journey etc: opportunity to include local places of pilgrimage.	Consolidation

Skills**	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Religious Critical Thinking Skills</b>	<p><b>Recall</b> and name different beliefs and practices, including festivals, worship and rituals in order to find out the meanings behind them.</p> <p><b>Ask and respond</b> to questions about what individuals and communities do, and why, so that pupils can identify what differences belonging to community might make.</p> <p><b>Explore questions</b> about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.</p>	<p><b>Retell</b> and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p> <p><b>Recognise</b> some different symbols and actions which express a community's way of life appreciating some similarities between communities.</p> <p><b>Observe and recount</b> different ways of expressing identity and belonging, responding sensitively for themselves.</p>	<p><b>Explore</b> and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.</p>	<p><b>Describe and understand links</b> between stories and other aspects of the communities they are investigating.</p> <p><b>Consider</b> and apply ideas about ways in which diverse communities can live together for the well-being for all, responding thoughtfully to ideas about community, values and respect.</p>	<p><b>Describe and make connections</b> between different features of the religions and worldviews they study, discovering more about celebrations, worship and pilgrimages.</p> <p><b>Discuss and present</b> thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth.</p>	<p><b>Observe</b> and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</p> <p><b>Discuss and apply</b> their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair.</p>

\* (taken from Lincolnshire Agreed Syllabus for Religious Education 2018-2023)

\*\* (taken from DfE: A Curriculum Framework for Religious Education in England – October 2013)