



## Religious Education Skills & Knowledge Curriculum Sequence Of Progression



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

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

Skills**	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>When considering different beliefs and faiths</b>	<b>Recall</b> and name different beliefs and practices, including festivals, worship and rituals in order to find out the meanings behind them.	<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.	<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.	<b>Describe and understand links</b> between stories and other aspects of the communities they are investigating.	<b>Describe and make connections</b> between different features of the religions and worldviews they study, discovering more about celebrations, worship and pilgrimages.	<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.
<b>When looking at the community around a religion</b>	<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.	<b>Recognise</b> some different symbols and actions which express a community's way of life appreciating some similarities between communities.	<b>Appreciate</b> different religions and their communities.	<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.	Continue to <b>consider and apply.</b>	Continue to <b>consider and apply.</b>
<b>When considering belonging</b>	<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.	<b>Observe and recount</b> different ways of expressing identity and belonging, responding sensitively for themselves.	<b>These continue to progress</b>	<b>These continue to progress</b>	<b>These continue to progress</b>	<b>These continue to progress</b>
<b>Philosophical/Ethical Skills</b>					<b>Discuss and present</b> thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth.	<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.

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

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