



Religious and world view Education Knowledge Progression



The National Curriculum Aims and opening paragraph for each key stage state the knowledge that children need to learn throughout Key Stage 1 and 2. This knowledge is broken down into year group objectives in this knowledge progression document.

Using the document:

The Government National Curriculum documents do not cover RE as a 'one size fits all' like in other areas of the curriculum. Instead, schools follow a local syllabus. Schools are legally required to teach 'Religious Education' and follow a local Syllabus. We follow mainly North Yorkshire but also pull from others (East Riding) to ensure we have covered what is necessary for our children.

The content is broken down into 5 areas: Identity & Belief, Knowledge & Understanding, Religious Interpretations, Enquiry and Communication & organisation.

Each of these areas then has 'To know' or '**To know how to**' statements for the children to meet within their given year group, including vocabulary to be taught in each unit. These statements can be used as learning objectives and to aid assessment. 'To know' is content knowledge. '**To know how to**' is **procedural** knowledge.

These statements are not progressive within one year group, but they are progressive throughout the year groups and the colours help map the progression. The lightest colour in 'Enquiry' in Year 1, links to the same 'Enquiry' colour in Year 2 and then Year 3, and so on, providing a progression throughout school. If the colour is no longer included, then it is expected that the children have acquired that knowledge.

Content building blocks!

rituals prayer Belief traditions wisdom expression

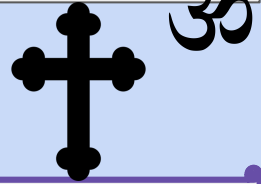
places of worship groups Belonging support charities community connectedness

difference Diversity way of life similarity

self identify Individuality individual liberty personal belief

In _____, children will learn about

TS



Identity & Belief

To begin to know that people can be part of groups, eg my school, my family.

To answer to name and know they come to Staynor Hall.

Knowledge & Understanding

Religious Interpretations

Enquiry

Communication & organisation

In _____, children will learn about

N



Identity & Belief

To begin to know that people can belong to different groups for example, religions.

Knowledge & Understanding

Religious Interpretations

Enquiry

Communication & organisation

In Reception children will learn about

REC



Identity & Belief

To know that people can belong to different groups for example, religions.



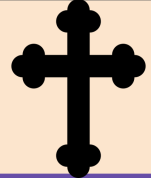
Knowledge & Understanding



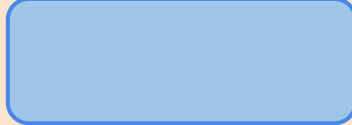
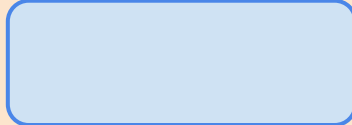
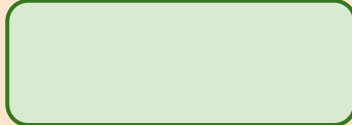
Religious Interpretations



Enquiry



Communication & organisation



In KS1, children will learn about a range of religious and non - religious world views. They will do this by learning how we belong to a faith or group; what religious festivals and celebrations and traditions are (focusing on Christianity and Judaism); how we should care for others and the world and why this matters; and what makes us special. Children will also have other opportunities in the wider curriculum to develop their cultural capital.

Y1



Identity & Belief

To begin to know how different people express their identity and belonging and respond sensitively to this (mutual respect and tolerance).

To begin to know how to respond to questions about individuals and communities to know what difference belonging to a community makes.



Knowledge & Understanding

To know how Christians, Jewish people and non-religious people follow their beliefs and practices and begin to name and explain some of these (e.g. worship, rituals, traditions).

To begin to know how Christians, Jewish and non-religious communities show their beliefs and important ways of life and name some of these (e.g. symbols, actions, festivals, traditions).

To know how to notice and begin to sensitively respond to some connections and comparisons between different religious and non-religious worldviews (mutual respect and tolerance).



Religious Interpretations

To begin to know the name of some sources of wisdom and begin to recognise the traditions they come from.

To know how to explore, retell and begin to suggest meanings to some religious and moral stories.



Enquiry

To know how to answer questions about right and wrong and begin to express my ideas sensitively (mutual respect and tolerance).

To begin know how to sensitively talk about differences between people and how they can work together (individual liberty, mutual respect and tolerance)



Communication & organisation

To begin to know how to explore questions about belonging, meaning, purpose and truth.

To begin to know how ideas can be presented in different forms (eg Music, Art, Poetry).

In KS1, children will learn about a range of religious and non - religious world views. They will do this by learning how we belong to a faith or group; what religious festivals and celebrations and traditions are (focusing on Christianity and Judaism); how we should care for others and the world and why this matters; and what makes us special. Children will also have other opportunities in the wider curriculum to develop their cultural capital.

Y2



Identity & Belief

To know how different people express their identity and belonging and respond sensitively to this (mutual respect and tolerance).

To know how to respond and begin to ask questions about individuals and communities to know what difference belonging to a community makes.



Knowledge & Understanding

To know how Christians, Jewish people and non-religious people follow their beliefs and practices and to name and explain these (e.g. worship, rituals, traditions).

To know how Christians, Jewish and non-religious communities show their beliefs and important ways of life and name some of these (e.g. symbols, actions, festivals, traditions).

To know how to notice and sensitively respond to some connections and comparisons between different religious and non-religious worldviews (mutual respect and tolerance).



Religious Interpretations

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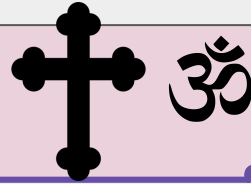
Communication & organisation

To know how to explore questions about belonging, meaning, purpose and truth.

To know how ideas can be presented in different forms (eg Music, Art, Poetry).

In LKS2, children will study a range of religious and non-religious worldviews and traditions. The units will be comprised of units: Who the faith founders were and what they taught; why light and peace are used as symbols at Christmas; Why some people think life is like a journey and what significant experiences mark this whilst comparing Christian, Hindu and non-religious views; what it means to be a Christian in Britain today; what different people believe about God; why Jesus is inspiring to some people; why festivals are important to religious communities including Christian, Hindu and Muslim; what we can learn from Christianity, Judasim and non-religious people in terms of what is right and wrong; what Lent is and why it is important to Chritians; and asking ourselves is life always fair?

Y3



Identity & Belief

To begin to know how the meanings of religions and world views are significant to individuals and communities (mutual respect and tolerance).

To begin to know how to explain how belonging to a community may have an impact on someone's life (diverse communities and own lives).

Knowledge & Understanding

To begin to know how Christians, Hindus, Muslims, Jewish people and non-religious people demonstrate their beliefs and practices and to name and explain these (e.g. worship, rituals, traditions).

To begin to know how Christians, Hindus, Muslims, Jewish people and non-religious people celebrate their beliefs and important parts in life (e.g. symbols, actions, festivals, traditions).

To begin to know how to make comparisons and discuss connections between different religious and non-religious worldviews (mutual respect and tolerance). 06.01.23

To begin to know how religious or non religious beliefs might have changed over time.

Religious Interpretations

To begin to know how to discuss the meaning of sources of wisdom.

To know how to explain the meanings of some religious and moral stories and begin to discuss some links between stories across different religions.

To begin to know that people can have different opinions on the message of sources of wisdom.

Enquiry

To begin to know how to discuss other's ideas to ethical questions (right and wrong), whilst showing mutual respect and tolerance.

To begin to know how to sensitively explain differences between communities I have studied and how they can show each other mutual respect.

To begin to know how to discuss and explain the viewpoint of sources of wisdom.

Communication & Organisation

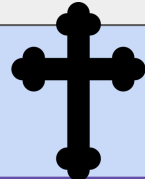
To begin to know how to discuss and present other's views about belonging, meaning, purpose and truth.

To begin to know how to present some religious and world views ideas in different forms (eg Music, Art, Poetry).

To begin to know how to explain my opinion.

In LKS2, children will study a range of religious and non-religious worldviews and traditions. The units will be comprised of a number of units: Who the faith founders were and what they taught; why light and peace are used as symbols at Christmas; Why some people think life is like a journey and what significant experiences mark this whilst comparing Christian, Hindu and non-religious views; what it means to be a Christian in Britain today; what different people believe about God; why Jesus is inspiring to some people; why festivals are important to religious communities including Christian, Hindu and Muslim; what we can learn from Christianity, Judasim and non-religious people in terms of what is right and wrong; what Lent is and why it is important to Chritians; and asking ourselves is life always fair?

Y4



Identity & Belief

To know how the meanings of religions and world views are significant to individuals and communities (mutual respect and tolerance).

To know how to explain how belonging to a community may have an impact on someone's life (diverse communities and own lives).

Knowledge & Understanding

To know how Christians, Hindus, Muslims, Jewish people and non-religious people demonstrate their beliefs and practices and to name and explain these (e.g. worship, rituals, traditions).

To know how Christians, Hindus, Muslims, Jewish people and non-religious people celebrate their beliefs and important parts in life (e.g. symbols, actions, festivals, traditions).

To know how to make comparisons and discuss connections between different religious and non-religious worldviews (mutual respect and tolerance). 06.01

To know how religious or non religious beliefs might have changed over time.

Religious Interpretations

To know how to discuss the meaning of sources of wisdom.

To know how to explain the meanings of some religious and moral stories and discuss some links between stories across different religions.

To know that people can have different opinions on the message of sources of wisdom.

Enquiry

To know how to discuss other's ideas to ethical questions (right and wrong), whilst showing mutual respect and tolerance.

To know how to sensitively explain differences between communities I have studied and how they can show each other mutual respect.

To know how to discuss and explain the viewpoint of sources of wisdom.

Communication & organisation

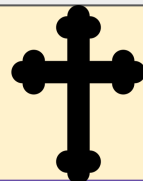
To know how to discuss and present other's views about belonging, meaning, purpose and truth.

To know how to present some religious and world views ideas in different forms (eg Music, Art, Poetry).

To know how to explain my opinion.

In UKS2, children will learn about a range of religious and non-religious worldviews, including looking at Christianity, Islam, Hinduism and non-religious beliefs and traditions. The children will do this by exploring beliefs in a God, how people express their beliefs and understanding what beliefs matter most to them. We also explore what life is like for Muslims in Britain today and look at how people might be seen as heroes and consider right and wrong.

Y5



Identity & Belief

To know how the meanings of religions and world views are significant to individuals and communities and begin to know the challenges they face (mutual respect and tolerance).

To begin to know how to explain why belonging to a community may be valuable (diverse communities and own lives).

Knowledge & Understanding

To know how people demonstrate their beliefs in some different ways (e.g. worship, prayer, pilgrimage, rituals, traditions).

To know how people celebrate their beliefs and important parts in life in some different ways (e.g. symbols, actions, festivals, traditions).

To know how to make comparisons and begin to make connections between different religious and non-religious worldviews (mutual respect and tolerance).

To begin to know how following a religious or non-religious belief fits in people's life in the modern world.

Religious Interpretations

To begin to know how to interpret sources of wisdom.

To begin to know how there are links between both stories and aspects of communities within a religion and across different religions.

To begin to know that the message the source gives can be changed by different people's interpretations. (radical, discriminatory & extreme views).

Enquiry

To begin to know how to discuss and apply my own and other's ideas to ethical questions, whilst showing mutual respect and tolerance.

To begin to know how to consider ways diverse communities can liberally live together showing tolerance and mutual respect for the wellbeing of all.

To begin to know how to critically analyse sources of wisdom to form my opinion.

Communication & Organisation

To begin to know how to thoughtfully discuss and present my own and other's views about belonging, meaning, purpose and truth.

To begin to know how to present my ideas in different forms (eg Music, Art, Poetry).

To begin to know how to give justified reasons to explain my opinion.

In UKS2, children will learn about a range of religious and non-religious worldviews, including looking at Christianity, Islam, Hinduism and non-religious beliefs and traditions. The children will do this by exploring beliefs in a God, how people express their beliefs and understanding what beliefs matter most to them. We also explore what life is like for Muslims in Britain today and look at how people might be seen as heroes and consider right and wrong.

Y6



Identity & Belief

To know how the meanings of religions and world views are significant to individuals and communities, including the challenges they face (mutual respect and tolerance).

To know how to explain why belonging to a community may be valuable (diverse communities and own lives).



Knowledge & Understanding

To know how people demonstrate their beliefs (e.g. worship, prayer, pilgrimage, rituals, traditions).

To know how people celebrate their beliefs and important parts in life (e.g. symbols, actions, festivals, traditions).

To know how to make comparisons and connections between different religious and non-religious worldviews (mutual respect and tolerance).

To know how following a religious or non-religious belief fits in people's life in the modern world.



Religious Interpretations

To know how to interpret sources of wisdom.

To know how there are links between both stories and aspects of communities within a religion and across different religions.

To know that the message the source gives can be changed by different people's interpretations. (radical, discriminatory & extreme views).



Enquiry

To know how to discuss and apply my own and other's ideas to ethical questions, whilst showing mutual respect and tolerance.

To know how to consider ways diverse communities can liberally live together showing tolerance and mutual respect for the wellbeing of all.

To know how to critically analyse sources of wisdom to form my opinion.



Communication & Organisation

To know how to thoughtfully discuss and present my own and other's views about belonging, meaning, purpose and truth.

To know how to present my ideas in different forms (eg Music, Art, Poetry).

To know how to give justified reasons to explain my opinion.