

KNOWLEDGE PROGRESSION YEAR GROUP OVERVIEW – RE

Progression Document - RE

Strands				
- In EYFS, the knowledge progression takes full account of the Early Learning Goals of: - Self-regulation - Building relationships - Managing self - People, culture and communities				
- At Key Stage 1 and 2, the knowledge progression ensures coverage of the three main areas of RE: SMSC, Personal Growth and Development and Community Cohesion - Our Progression Document is directed by the Nottinghamshire Agreed Syllabus (2021-2026). within which there are three main strands for all children in school to experience and learn from: 'Know about and understand', 'Express and Communicate' and 'Deploy RE Skills' Within these three strands, we will cover 5 main areas: 1.Beliefs and Teachings, 2.Rituals, ceremonies and lifestyles, 3.How beliefs are expressed, 4.Values – personal and those of others, 5.Time to reflect and personal growth In Key Stage 1, children will focus on the religions of Christianity and Judaism, whilst finding out about other faith and beliefs, where applicable and relevant In Lower Key Stage 2, children will focus on Christianity and Hinduism, whilst finding out about other faiths and beliefs, including Sikhism, where applicable and relevant In Upper Key Stage 2, children will focus on Christianity and Islam, whilst finding out about other faiths and beliefs, including Judaism, Buddhism and Humanism, where applicable and relevant.				
Strand	Self-regulation	Managing-self	Building relationships	People, culture and communities
EYFS	Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly	Explain the reasons for rules, know right from wrong and try to behave accordingly	Work and play cooperatively and take turns with others Form positive attachments to adults and friendships with peers Show sensitivity to their own and to others' needs	Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps
Strand	Know about and understand	Express and Communicate	Deploy RE skills (Think, enquire, investigate, interpret)	
Key Stage 1	Recall and name different beliefs and practices, Retell and suggest meanings to some religious and moral stories, recognising the communities from which they come. Recognise some different symbols and actions, which express a community's way of life.	Ask and answer questions about what communities do and why, to be able to identify what difference belonging to a community can make. Observe and recount different ways of expressing identity and belonging. Notice some similarities between different religions and worldviews	Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry. Find out about and respond with ideas to examples of cooperation between people who are different. Find out about questions of right and wrong and begin to express their own ideas and opinions	
Strand	Know about and understand	Express and Communicate	Deploy RE skills (Think, enquire, investigate, interpret)	

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Key Stage 2	Describe and make connections between different features of religions, discovering more about celebrations, worship and rituals. Describe and understand links between stories, beliefs and teachings from different communities. Explore and describe a range of beliefs, symbols and actions so they can understand different ways of life and of expressing meaning	Observe and understand varied examples of religions and worldviews so that they can explain their meanings and significance to individuals and communities. To understand the challenges of commitment to community of faith or belief, suggesting why belonging to a community may be valuable, both in their own lives and the lives of others. Observe and consider different dimensions of religion so that they can explore and show understanding of similarities and differences between different religions and worldviews	Discuss and present their own and others' views on challenging questions about belonging, meaning, purpose and truth, sharing their own ideas through words, music, art and poetry. Consider and apply ideas about ways in which diverse communities live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect. Discuss and apply their own and other's ideas about ethical questions including ideas about what is right and wrong, what is just and fair, and express their own ideas clearly in response.
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Strand	Nursery	Vocabulary	Reception	Vocabulary
Self - regulation (Component knowledge and skills – leading to composite knowledge)	To know the importance of showing kindness to others. To know that kindness can be shown in lots of different ways To know that sometimes people feel happy and sometimes people feel sad or angry. • To know how to separate from my main carer with support and encouragement from a familiar adult. • To know how to become more outgoing with unfamiliar people, in the safe context of their setting. • To know how to show more confidence in new social situations. To know how to develop their sense of responsibility and membership of a community	Kindness Caring Different Same Sad Angry Happy special	• To know my own feelings, and know that some actions and words can hurt others' feelings • To know how to usually tolerate delay when my needs are not immediately met and understand that my wishes may not always be met • To know my own feelings, and know that some actions and words can hurt others' feelings • To know how to accept the needs of others and I can take turns and share resources • To know how to tolerate delay when my needs are not immediately met, and understand that my wishes may not always be met • To know how to usually adapt my behaviour to different events, social situations and changes in routine • To know that my own actions affect other people, for example, I might become upset or try to comfort another child when I realise I have upset them • To know the boundaries set and of behavioural expectations in the class To know how to listen carefully and why listening is important. • To know how to start to negotiate and solve problems without aggression, e.g. when someone has taken my toy • To know how to express their feelings and consider the feelings of others • To know how to identify and moderate their own feelings socially and emotionally • To know how to behave correctly and that it makes others feel safe • To know how to control my impulses and think of others • To know how to respond quickly to a series of instructions. To know how to have a conversation and I can respond to other children's opinions. Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly	Same Different Likes Dislikes Special Precious Emotions Myself Others Unique Help

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Managing self (Component knowledge and skills – leading to composite knowledge)	• To know how to begin to learn that some things are mine, some things are shared and some things belong to other people. • To know how to seek comfort from familiar adults, when needed. • To know how to respond to the feelings and wishes of others. • To know how to develop a growing sense of will and determination, which may result in feelings of anger and frustration which are difficult to handle, e.g. may have tantrums. • To know how to develop growing ability to distract myself when upset, e.g. by engaging in a new play activity. • To know how to show awareness of others’ feelings, e.g. I look concerned if I hear crying or look excited if I hear a familiar happy voice. • To know how to respond to a few appropriate boundaries, with encouragement and support. • To know how to express my own feelings such as sad, happy, cross, scared, worried. • To know how to show awareness that some actions can hurt or harm others. • To know how to try to help or give comfort when others are distressed. • To know how to inhibit my own actions/behaviours, e.g. stop myself from doing something I shouldn’t do. • To know how to increasingly follow rules, understanding why they are important. • To know how to follow that rules, without being reminded by an adult. • To know how to develop appropriate ways of being assertive. • To know how to talk with others to solve conflicts. • To know how to talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. • To know how to begin to understand how others might be feeling. To know how to develop positive attitudes towards the differences in people. To know that everyone has differences but also things that are the same. To know how to be aware of my own feelings, and know that some actions and words can hurt others’ feelings. To know how to begin to accept the needs of others and can take turns and share resources, sometimes with support from others. To know how to tolerate delay when my needs are not immediately met and understand that my wishes may not always be met. To know how to adapt my behaviour to different events, social situations and changes in routine	People Me Family Friends World Kind Safe	• To know how to welcome and value praise for what I have done • To know how to follow the Stanhope Way • To know how to select and use activities and resources and tidy them away • To know how to show confidence in asking adults for help. To know how to speak to others about own needs, wants, interests and opinions • To know how to describe myself in positive terms and talk about my abilities • See themselves as a valuable individual • To know how to resilience and perseverance in the face of challenge • To know how to behaviour correctly and that it makes others feel safe Explain the reasons for rules, know right from wrong and try to behave accordingly	Rules Stanhope Way Be kind Be safe Be your best self Behave Fair
Building relationship (Component knowledge)	To know that it is important to listen to others. To know how to play alongside others. • To know how to use a familiar adult as a secure base from which to explore independently in new environments, e.g. venture away to play and interact with others, but return for a cuddle or reassurance if I become anxious.	Friends	• To know how to play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children • To know how to keep play going by responding to what others are saying or doing • To know how to play alongside other • To know how to initiate play, offering cues to my friends to join me • To know how to demonstrate friendly behaviour, initiating conversations and form good relationships with friends and familiar adults	Same Different Likes Dislikes Needs

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and skills – leading to composite knowledge)	• To know how to play cooperatively with a familiar adult, e.g. rolling a ball back and forth. • To know how to be interested in others’ play and start to join in. • To know how to seek out others to share experiences. • To know how to form a special friendship with another child. • To know how to show affection and concern for people who are special to me. • To know how to play with one or more other children, extending and elaborating play ideas. • To know how to help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. To know how to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. To know how to play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. To know how to initiate play, offering cues to peers to join me. To know how to keep play going by responding to what others are saying or doing. To know how to demonstrate friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.		• To know how to take part in pretend play with different role - To know how to generally negotiate solutions to conflicts in their play • To know how to play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children • To know how to build constructive and respectful relationships - To know how to think about the perspectives of others • To know how to start conversations, attend to and take account of what others say • To know how to explain my own knowledge and understanding, and ask appropriate questions of others • To know how to steps to resolve conflicts with other children, e.g. finding a compromise .To know how to let others go first. . To know how to start forming positive relationships with new staff (Year 1) • To know how to manage their own needs and help others with their needs. . To know that different people like and dislike different things. - To know that different people have things that are special to them. Work and play cooperatively and take turns with others Form positive attachments to adults and friendships with peers Show sensitivity to their own and to others’ needs	Take turns Positive Friendship
People, culture and communities (Component knowledge and skills – leading to composite knowledge)	• To know how to recognise my own immediate family and relations. • To know how to, in pretend play, imitate everyday actions and events from own family and cultural background, e.g. making and drinking tea. • To know how to see my new friends have similarities and differences that connect them to, and distinguish them from, others. • To know how to begin to make sense of their own life-story and family’s history. • To know how to show interest in different occupations. • To know how to continue to develop positive attitudes about the differences between people. To know how to show interest in the lives of people who are familiar to me. To know how to remember and talk about significant events in my own experience. To know how to recognise and describe special times or events for family or friends.	Christmas Easter Family	• To know how to show interest in the lives of people who are familiar/significant to me. • To know how to remembers and talk about significant events in my own experience. • To know how to recognise and describe special times or events for family or friends. • To know how to start to show an interest in different occupations and ways of life. •To know how to show interest in the lives of people who are significant to me. - To know how to show interest in different celebrations - To know that there are different celebrations - To know how to explain the same and different - To know about members of their immediate family and community. - To know that places are special to people in their community - To know how to name and describe people who are familiar to them. - To know how to recognise that people have different beliefs and celebrate special times in different ways. • To know how to recognise some similarities and differences between life in this country and life in other countries. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class	Celebration Festival Religion Belief Believe God Jesus Nativity Pray

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	To know how to start to show an interest in different occupations and ways of life.			
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Strand	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
	Focus on Christianity and Judaism -with reference made to other world views throughout the years, linked to festivals, special events and personal experience				Focus on Christianity and Hinduism -with reference made to other world views throughout the years, linked to festivals, special events and personal experience				Focus on Christianity, Judaism and Islam -with reference made to other world views, such as Buddhism, Sikhism and Humanism			
Vocabulary	Christianity / Christian Judaism/ Jew Bible Church Belonging Symbol God Jesus Parable Miracle Faith Jewish	Shabbat Belief Prayer Christmas Easter Hanukkah Baptism Christening Good Friday Palm Sunday	Creation Creator Synagogue Religion Rabbi Tallit Mezuzah Passover Ceremony Star of David	Golden Rule 'Treat others how you would like others to treat you'. Passover Torah Rabbi Menorah candle Festival Altar Font gospel	Faith Community Hinduism/ Hindu Holy Good Evil Last Supper Service Sacred Worship Hymns	Holy communion Religious leader Temple Aum Diwali Ganesh Brahma Holy Trinity- Father, Son and Holy Spirit Holi	Commitment Spiritual Moral Pilgrimage Ritual Compassion Sacred Devotion Temple	Mandir Murti Reincarnation Karma marriage funeral rite of passage ceremonies pilgrimage	Resurrection Holy week Crucifixion Forgiveness Betrayal Diversity Halal Messiah Islam/ Muslim	Allah Prophet Mosque Qu'ran Mecca Hajj Eid	Holocaust Kosher Hijab Humanist Atheist Agnostic	milestone rite of passage ceremonies initiation confirmation

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Beliefs and Teachings (know and understand) (Component knowledge and skills – leading to composite knowledge)	To be know the names of some different beliefs and some key festivals linked to these (focus on Christianity and Judaism), To know some of the stories Jesus told. To know what we can learn and some of the meanings of the stories of Jesus. To know that people’s lives can be shaped by their beliefs and world views	To know an increasing range of Christian and Jewish stories and share ideas about these. To be able to retell some religious stories from different faiths and know why some stories are important to religions. To know that some people are inspiring to others and to give reasons why certain people are inspirational. To know that there are many different types of belief in our communities and around the world. To know the names of some inspirational people from religious texts.	To know that we can learn from inspiring people. To know that some texts are considered sacred. To know that there are many different world views. To know how families and communities from a particular religion practise their faith. To know some religious practices and explain their importance. To know that there are different types of belief (individual, family, community, and world) and that these beliefs have an impact on the individual’s life.	To know how different families and communities might practice their faith. To be able to describe the key beliefs and teachings of each of the religions studied. To be able to make some connections between, and comparisons of, these religions To know that there are a range of beliefs and teachings and that these arise from different religions and communities.	To know what is expected of a person following a religion or belief. To be able to explain how some beliefs and teachings are shared by different religions and how they make a difference to the lives of individuals and communities. To know that there are a set of behaviours, which can be followed by a person or persons practising a religion or belief.	To know what sacred texts and other sources say about God, the world and human life. To know that we can learn by reflecting on words of wisdom from religions and world views. To be able to make comparisons between the key beliefs, teachings and practices of the Christian faith and other faiths studied, using a wide range of appropriate language and vocabulary. To know that there are similar and different beliefs held by denominations and dimensions within religions, and diverse communities, which can determine behaviour.
Rituals, Ceremonies and lifestyles (know and understand) (Component knowledge and skills- leading to composite knowledge)	To know the names and features of a range of festivals and celebrations (focus on Christianity and Judaism) To know why people celebrate special times. To know some features of the church and why the church is important to Christians. Know that there are different buildings and places that are special. Know that prayer can be used in worship. To know that celebration is an important part of people’s lives.	To know the names and reasons for key festivals and celebrations(focus on Christianity and Judaism) To know what it might be like to be part of the Christian religion. To know what it means to belong and some ceremonies of belonging. To know some features of a synagogue and why the synagogue is important to Jews. Know that there are sacred texts and other sources which are important in religions and that these can be used for worship and prayer.	To be able to describe how some features of religions studied are used in festivals, rituals and ceremonies (focus on Christianity and Hinduism) To know where, how and why different people worship. To know some features of a mandir and why the mandir is important to Hindus. Know that there are similar and different symbols for religious families, what they represent and know that they can be used in acts of worship and prayer.	To be able to show understanding of the ways in which a person can show they belong to a religion and what these involve (Focus on Christianity and Hinduism) To know that some people think that life is like a journey. To know some of the deeper meanings of the festivals studied. To know what it means to make a pilgrimage. Know that there are similar and different rituals, and acts of worship and prayer, for different religious families and communities in the UK and around the world	To be able to explain how some features of religious life and practice can make a difference to the lives of individuals and communities.(Focus on Christianity and Islam) To know some features of a mosque and why the mosque is important to muslims. Know that there are similar and different rituals, acts of worship and prayer, for religious families and communities, and know that these practices have significance.	To be able to explain in detail the significance of Christian practices, and other faiths studied (Islam) to the lives of individuals and communities. (Focus on Christianity and Islam) Know that the similar and different practices of rituals, acts of worship and prayer have significance and can impact on the daily lives of religious families and diverse communities.

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		To know that there are different religious festivals throughout the year and the purpose of these.				
How beliefs are expressed (express and communicate) (Component knowledge and skills – leading to composite knowledge)	To be able to recognise some religious symbols and words. To know how symbols can give meaning to something. Know that there are signs and symbols that have special meaning to different religions. Different faiths have their own signs and symbols	To know what the creation story is and what people believe about this. To know how and why some stories are important to religions. To know that people can express their beliefs in different ways. To be able to suggest meanings in religious symbols, language and stories. Know that religious stories contain special meanings and messages	To be able to make links between religious symbols, language and stories and the beliefs or ideas that underpin them. To know how belonging to a religion can make a difference to people's lives. Know that different religions and worldviews have different stories, symbols and language that have significant meaning.	To be able to show, using technical terminology how religious beliefs and feelings can be expressed in a variety of forms, giving meanings for symbols, stories and language. To know what different people think about life and death. To know that religious belief can be observed in many different ways.	To know that different ways can be used to express beliefs, including music, art and drama. To be able to explain how some forms of religious expression may be used differently by individuals and communities. To know some significant people whose beliefs about God, the world and others have impacted their lives. To know that individuals and communities can express their beliefs in their own ways.	To be able to compare the different ways in which people of faith communities express their faith. To know some ways in which religions and world beliefs may respond to global issues. To know that people can demonstrate belief in a shared faith in many different ways that may be personal and important to them.
Values- personal and those of others (Express and communicate) (Component knowledge and skills – leading to composite knowledge)	To know how we can show care to others. To know why it matters to show we care. To be able to identify what is of value and concern to us. To be able to share our own experiences and feelings Know that people have similar and different viewpoints about living in the world and caring for others and our world.	To be able to respond sensitively to the experiences and feelings of others, including those with a faith To be able to respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong Know that there are similar and different viewpoints, and questions about what can be seen as right and wrong.	To be able to compare aspects of their own experiences and those of others. To be able to make links between values and commitments, including religious ones, and their own attitudes or behaviour. Identifying what influences their lives. Know that there are similar and different viewpoints in responding to questions about: belonging, meaning, purpose, truth, just and fair.	To be able to ask questions about the significant experiences of key figures from religions studied and suggest answers from own and others' experiences, including believers. To be able to ask questions about matters of right and wrong and suggest answers that show understanding of moral and religious issues. Know that there are similar and different viewpoints, and questions about the ways in which diverse communities respond to choices about justice and fairness.	To be able to make informed responses to questions of identity and experience in the light of their learning To be able to make informed responses to people's values and commitments (including religious ones) in the light of their learning To know we can learn from great leaders and inspiring examples from our world today. Know that there are similar and different viewpoints, and ideas about: ethical questions, shared values and community responsibilities.	To be able to make informed responses to people's values and commitments (including religious ones) relating to identity, meaning, purpose and morality in the light of their learning. To know some ways in which we can make our locality a place of mutual respect and tolerance To know what we can learn from people who resist discrimination and persecution. To be able to use different techniques to reflect deeply. Know that there are similar and different viewpoints, and challenging questions.

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				Know that these choices determine the ways that they can live together		Know that communities can live together through shared values, mutual respect, the understanding of justice and agreed responsibilities.
Reflection and Personal Growth (Deploy RE skills) (Component knowledge and skills – leading to composite knowledge)	To be able to identify things they find interesting or puzzling. To know that there can be different answers to questions. To know that we can ask other people questions about things that we don't understand.	To be able to realise that some questions that cause people to wonder are difficult to answer. To know that some questions don't always have one answer.	To be able to compare their own and other people's ideas about questions that are difficult to answer. To know that different people can have different answers to some questions.	To be able to ask questions about puzzling aspects of life and experiences and suggest answers, referring to the teaching of religious studies. To know that religious leaders and people with faith ask tricky questions about themselves and the world around them.	To be able to make informed responses to questions of meaning and purpose in the light of their learning. To know that different texts, including religious texts, can help to guide people to find their own answers to tricky questions.	To be able to express their views on some fundamental questions of identity, meaning, purpose and morality, related to Christianity and other faiths. To know that different people have their own views on important aspects of life and all views should be listened to and considered carefully.

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Progression in RE depends upon the development of the following generic learning skills applied to RE. These skills should be used in developing a range of activities for pupils to demonstrate their capabilities in RE. They ensure that teachers will move pupils on from knowledge accumulation and work that is merely descriptive to higher-level thinking, reflection and building connections.

R Reflection – this includes:

- Reflecting on feelings, relationships, experience, ultimate questions, beliefs and practices

E Empathy – this includes:

- Considering the thoughts, feelings, experiences, attitudes, beliefs and values of others
- Developing the ability to identify feelings such as love, wonder, forgiveness and sorrow
- Seeing the world through the eyes of others, and seeing issues from their point of view

Investigation – this includes:

- Asking relevant questions
- Knowing how to gather information from a variety of sources
- Knowing what may constitute evidence for justifying beliefs in religion

Interpretation – this includes:

- Drawing meaning from artefacts, works of art, music, poetry and symbolism
- Interpreting religious language
- Suggesting meanings of religious texts

Evaluation – this includes:

- Debating issues of religious significance with reference to evidence and argument

Analysis – this includes:

- Distinguishing between opinion and fact
- Distinguishing between the features of different religions

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Synthesis – this includes:

- Linking significant features of religion together in a coherent pattern
- Connecting different aspects of life into a meaningful whole

Application – this includes:

- Making the association between religion and individual, community, national and international life

Expression – this includes:

- Explaining concepts, rituals and practices
- Expressing religious views, and responding to religious questions through a variety of media.