



## Benjamin Adlard Primary School

### Key Knowledge Progression Document (KKP)

#### Rational

#### Our Intent

Religious Education at Benjamin Adlard enables pupils to understand how people make sense of the world through belief, belonging and lived experience. We aim for children to develop secure substantive knowledge of religious concepts, people and practices; strong disciplinary knowledge enabling them to think theologically, philosophically and sociologically; and a developing personal worldview that is reasoned, reflective and respectful.

Our curriculum draws mainly on the Understanding Christianity resource and is complemented by carefully structured teaching of Islam, Judaism, Hinduism and thematic multi-faith units. It meets the expectations of the local agreed syllabus, ensuring that pupils learn about religions and from religions in a meaningful and academically rigorous way.

#### Types of Knowledge in RE

##### 1. Substantive Knowledge

This includes the content pupils learn about religions and worldviews — ideas, beliefs, stories, practices and key theological concepts (e.g. Creation, Gospel, Salvation, Incarnation, Kingdom of God).

Substantive knowledge is organised into clear categories:

- Sticky knowledge (core knowledge pupils must retain long-term)
- Fingertip knowledge (supporting detail needed for understanding and discussion)

This is the knowledge progression represented throughout the KKP.

##### 2. Disciplinary Knowledge

This is the knowledge of how to study religion, built progressively through three lenses:

- Theology – asking, What do people say God is like? How do sacred texts reveal belief?
- Philosophy – asking, What is truth? How do we decide what is right and wrong?
- Human/Social Science – asking, How do beliefs shape the way people live in modern communities?

Disciplinary knowledge develops from simple noticing and naming (Reception/KS1) to evaluating and reasoning (UKS2). A separate disciplinary progression document outlines this in detail.

##### 3. Personal Knowledge / Worldview Development

Pupils learn to articulate and reflect on their own values and beliefs while recognising the diverse worldviews of others.

Progression runs from expressing simple feelings and likes (EYFS), to recognising influences (KS1), to developing reasoned personal worldviews (KS2).

### **How Progression Works**

Our KKP sequences knowledge so that concepts deepen over time:

- EYFS: experience-based learning about special people, places, objects and celebrations.
- KS1: belonging, community, sacred places and simple theological concepts emerge.
- Lower KS2: pupils revisit ideas with greater depth — exploring responsibility, moral choices, and lived religion.
- Upper KS2: theological reasoning, philosophical thinking and analysis of belief are developed explicitly, preparing pupils for secondary RE.

The progression document ensures children revisit and deepen knowledge across:

Christian concepts (Creation → People of God → Incarnation → Gospel → Salvation → Kingdom of God)

and

Understanding of world religions (Judaism, Islam, Hinduism)

and

Thematic strands (Special People/Places, Belonging, Stages of Life, Worldviews, Existence of God).

### **How RE Links to the EYFS Framework**

Early learning draws on Development Matters and Birth to 5 Matters, especially the strands:

- Understanding the World
- Communication and Language
- Personal, Social & Emotional Development

RE knowledge in Reception is therefore experience-based, sensory and rooted in real-life encounters, providing firm foundations for the conceptual learning of KS1 and KS2.

### **Ambitious Curriculum Expectations:**

Our curriculum:

- ✓ Is aligned with Understanding Christianity progression
- ✓ Prepares pupils for life in modern Britain through religious literacy

- ✓ Includes non-religious worldviews where appropriate
- ✓ Develops vocabulary, knowledge and respectful dialogue
- ✓ Supports SMSC, British Values and protected characteristics

### Substantive Knowledge Progression

Creation			
	Year 1	Year 3	Year 5
<b>Substantive Knowledge</b>	Christians believe God created the world. Christians believe God made the world good. Christians believe God gave humans responsibility to care for creation.	Creation is the first part of the Bible’s “Big Story”. Christians believe God created the world good, ordered and purposeful. Christians believe humans are made in God’s image with responsibility for the world (stewardship). Christians believe the Fall explains why the world is not perfect.	Christians interpret Genesis differently (literal or symbolic). Christians believe creation shows God’s power and purpose. Some Christians see science and faith working together to explain creation. Creation beliefs influence environmental responsibility and Christian action.
<b>Sticky Knowledge</b>	God is the Creator. The world is a gift from God. Christians should look after the world. Christians thank God for creation through prayer, church and Harvest.	Creation was good at every stage. Humans have a special responsibility to care for creation. The Fall helps Christians understand suffering and brokenness.	Genesis has different interpretations. Creation connects to caring for the environment. Christians believe God’s word brings life.
<b>Fingertip Knowledge</b>	Ways people care for the world (e.g., litter picking, caring for animals). Stained glass windows tell Bible stories.	Creation is part of the wider Big Story of the Bible. Christians believe Adam and Eve disobeyed God (the Fall). Stewardship means caring for creation as part of loving God.	Some Christians see science explaining how creation began. Big Bang theory was developed by Georges Lemaitre, a Christian. Christians practise stewardship (protecting nature, reducing waste). Christian groups run projects to care for the planet.
<b>Progressive Explanation</b>	Pupils begin in Year 1 by learning that Christians believe God created the world and that people should look after it as a gift. In Year 3, they deepen this by exploring Creation within the wider Christian Big Story, understanding ideas such as goodness, order, the Fall and stewardship. By Year 5, pupils are ready to consider different Christian interpretations of Genesis and how creation beliefs relate to science, environmental responsibility and Christian behaviour today.		
People of God			
	Year 3	Year 6	
<b>Substantive Knowledge</b>	Christians believe God chooses people to follow Him and live out His promises. Noah and Abraham are examples of people who trusted God. Christians use these stories to understand faith, trust, obedience and covenant. Christians today believe they should show faith by following God’s guidance.	Christians believe God rescues His people and calls them to live justly. The story of Moses and the Exodus shows God bringing freedom and justice. The Ten Commandments guide Christians in living moral, loving and fair lives. Christians believe faith leads to action: helping others, challenging injustice, and living God’s way.	
<b>Sticky Knowledge (Long term memory)</b>	Noah was one of God’s people and lived differently from others. Christians believe God chose Noah because he was righteous. A covenant is a promise or agreement between God and His people. Abraham (Abram) was chosen by God and trusted Him, even when it was difficult. Christians today see Abraham as an example of faith and trust. Christians believe they are called to be good stewards and care for God’s world.	Christians believe the Exodus shows God cares for justice and frees people from suffering. God is seen as rescuer and protector in the Exodus story. Christians believe the Ten Commandments were given by God to guide behaviour. Christians believe freedom is not doing whatever you want but living how God wants — with love and fairness. Christians feel called to help others and stand up for what is right.	
<b>Fingertip Knowledge (Unit knowledge)</b>	Noah built the ark because God asked him to, showing trust in God’s plan. The story of Noah connects to the Christian idea of stewardship (caring for creation). Christian marriages include promises, linked to the idea of covenant. Abraham was asked to leave his home and travel to a new land. Abraham’s faith is an example Christians try to follow today.	The story of Moses and Exodus is found in the Old Testament. Moses, chosen by God, led the Israelites out of slavery in Egypt. The ten plagues persuaded Pharaoh to let the Israelites go. The Israelites crossed the Red Sea, which Christians believe God parted. Good leadership, courage and obedience are key themes in Moses’ story.	

		Modern Christians and stories of Moses show that faith can lead to action.		
<b>Progressive Explanation</b>	<p>Across the units, pupils build an increasingly connected understanding of what it means for Christians to be part of the “People of God.” In Year 3, learning begins with foundational Old Testament figures such as Noah and Abram. Pupils explore how these individuals are seen as examples of trust, obedience and faith, and how covenants represent promises between God and His people. They begin to recognise that Christians today look to these stories to understand how they should live — particularly in relation to stewardship, faithfulness and the belief that God cares for His people.</p> <p>By Year 5, pupils revisit the People of God theme through the story of Moses and the Exodus, which introduces more complex ideas about freedom, justice and God as rescuer and protector. Pupils learn that Christians believe God frees people from suffering and calls them to live differently by following His commandments. They explore how Christian beliefs about justice influence moral choices, charitable action and care for others. As pupils study the Ten Commandments, they see how God’s covenant shapes Christian behaviour and community life.</p> <p>This progression enables pupils to move from simple narrative understanding (stories about Noah and Abram) to recognising major theological themes such as covenant, liberation, justice and moral responsibility. By upper KS2, they can connect biblical events with modern Christian discipleship, understanding how believers today model themselves on the examples set within these foundational stories.</p>			
<b>Incarnation</b>				
	<b>Reception</b>	<b>Year 1</b>	<b>Year 3</b>	<b>Year 6</b>
<b>Substantive Knowledge</b>	<p>Christians celebrate Jesus’s birth at Christmas.</p> <p>The Nativity story is important to Christians.</p> <p>Christians believe Jesus is special.</p>	<p>The Bible tells Christians that Jesus was God on earth.</p> <p>Incarnation means God coming to earth as a human and as God.</p> <p>Christians believe Jesus was the Son of God.</p> <p>Christians have a time of waiting called Advent.</p> <p>Advent reminds Christians of the waiting before Jesus was born.</p>	<p>Jesus was God’s Son, both human and God.</p> <p>The Trinity means Father, Son and Holy Spirit.</p> <p>All three persons of the Trinity were present at Jesus’ baptism.</p> <p>The Trinity is one God in three ways.</p> <p>The baptism story shows Jesus is the Messiah.</p> <p>Baptism welcomes people into the church.</p> <p>Different denominations baptise in different ways.</p>	<p>Jesus was God’s son, both human and God.</p> <p>The Trinity is one God in three persons: Father, Son and Holy Spirit.</p> <p>The baptism story identifies Jesus as the Messiah.</p> <p>Baptism practices differ across denominations.</p> <p>The Fall broke the close relationship between humans and God.</p> <p>Humans needed a rescuer to restore the relationship.</p> <p>Jesus fulfilled expectations of the Messiah through love, forgiveness and sacrifice.</p> <p>Only God could fix the damage caused by sin, so Jesus came as God in the flesh.</p> <p>Jesus’ birth, life, death and resurrection form God’s rescue plan.</p> <p>At Christmas Christians remember God becoming human (incarnation).</p>
<b>Sticky Knowledge (Long term memory)</b>	<p>The key events from the nativity story.</p> <p>Jesus is the Son of God.</p> <p>Jesus was two or three when the wise men arrived.</p> <p>Why people perform nativity plays and where the first ones came from.</p> <p>Jesus welcomes everyone, even the little children.</p>	<p>Christians believe Jesus was God on earth.</p> <p>Incarnation means God came as a human.</p> <p>Christians believe Jesus was the Son of God.</p> <p>Christians have a time of waiting called Advent.</p> <p>Christians are thankful for Jesus at Christmas because they see him as the greatest gift.</p>	<p>Jesus was both God and human.</p> <p>The Trinity is Father, Son and Holy Spirit.</p> <p>The Trinity appears at Jesus’ baptism.</p> <p>Baptism is a way Christians welcome people.</p> <p>Churches baptise differently depending on tradition.</p>	<p>Christians believe Jesus fulfilled many expectations of the Messiah.</p> <p>Incarnation is remembered at Christmas.</p> <p>Christians believe Jesus rescues humanity from sin.</p> <p>Jesus transforms lives through love, forgiveness and sacrifice.</p>
<b>Fingertip Knowledge (Unit knowledge)</b>	<p>Christians remember the nativity story through celebrations, plays and worship.</p>	<p>Baby Jesus was born in a stable because there was no room at the inn.</p> <p>The wise men brought gold, frankincense and myrrh and their symbolic meanings.</p> <p>The shepherds were the first to visit, showing Jesus’ message was for everyone.</p> <p>Jesus was born in a manger used for animal food.</p> <p>The candles in an Advent wreath represent hope, peace, love and joy.</p> <p>Candles on the outside are lit each Sunday in Advent, and the centre one on Christmas Day.</p>	<p>Water is a symbol of washing away sins.</p> <p>Jesus was baptised in the River Jordan by John the Baptist.</p> <p>Artwork shows the Trinity at Jesus’ baptism using dove, voice and water.</p> <p>Infant baptism involves parents and godparents making promises.</p> <p>Believers’ baptism is chosen by older children or adults.</p> <p>How and when people are baptised varies depending on denomination, family practice and church tradition.</p>	<p>Prophets such as Isaiah and Micah described a coming Messiah.</p> <p>Many expected a political or military leader.</p> <p>Christians believe Jesus fulfilled these prophecies spiritually.</p> <p>Symbols like the nativity, angel and Christingle express incarnation.</p> <p>Christians may be questioned about incarnation and explain why it matters to their faith.</p>

		Christians give thanks at Christmas by praying, attending church and giving presents.		
<b>Progressive Explanation</b>	<p>Across the school, pupils develop an increasingly sophisticated understanding of the Christian belief that God became human in the person of Jesus. In Reception, children begin with the nativity narrative and Jesus' significance at Christmas. In Year 1, they deepen this by learning that Christians believe Jesus is God on earth and that the idea of incarnation means God becoming human. They also begin to understand Advent as a time of preparation and waiting.</p> <p>By Year 3, pupils build on this foundation through learning about the Trinity and Jesus' baptism, recognising Jesus as both fully human and fully divine. This enables them to connect the incarnation to wider Christian beliefs about God as Father, Son and Holy Spirit, and to understand how baptism reflects Christian identity and welcome.</p> <p>By Year 6, pupils connect incarnation to the overarching biblical narrative, including ideas about the Fall, salvation and the role of the Messiah. They explore how Christians believe Jesus' life, death and resurrection form part of God's rescue plan for humanity, and how Jesus fulfils the expectations of the Messiah in a spiritual rather than political way. Pupils now understand incarnation not only as the birth of Jesus but as a central belief shaping Christian views of forgiveness, transformation and God's relationship with humanity.</p>			
<b>Judaism</b>				
	<b>Year 1</b>	<b>Year 3</b>	<b>Year 5</b>	
<b>Substantive Knowledge</b>	<p>Judaism is a religion followed by Jewish people. Jewish life involves special places, objects, stories and celebrations.</p> <p>The synagogue is an important place for Jewish worship. The Torah is the Jewish holy text and guides how Jewish people live.</p> <p>Shabbat is a weekly day of rest rooted in the creation story. Jewish festivals help retell important stories from Jewish history.</p>	<p>Jewish practices vary across different Jewish communities. Shabbat, festivals and rituals help Jewish people remember their history.</p> <p>Jewish festivals teach moral lessons about freedom, forgiveness and new beginnings.</p> <p>Passover retells the Exodus and reminds Jewish people of their identity as a people freed from slavery.</p>	<p>Judaism is a diverse global faith with many traditions and interpretations.</p> <p>The Torah shapes Jewish identity, practice and morality. Jewish law (Kashrut) influences diet and daily life. Pesach (Passover) remains a central festival connecting modern Jewish people to their history.</p> <p>Different synagogue traditions reflect different beliefs about gender roles, leadership and worship.</p>	
<b>Sticky Knowledge (the essential factual learning)</b>	<p>The Star of David is the symbol of Judaism.</p> <p>The synagogue is the Jewish place of worship.</p> <p>The Torah is the Jewish holy text.</p> <p>The mezuzah holds a small scroll with the Shema prayer written on it.</p> <p>Shabbat is the Jewish day of rest from Friday evening to Saturday evening.</p> <p>Jewish people rest on Shabbat because the Torah says God rested on the seventh day of creation.</p> <p>The Torah contains many important stories, including David and Goliath.</p> <p>Chanukah celebrates a miracle that happened in the Temple of Jerusalem.</p>	<p>Shabbat is the Jewish day of rest.</p> <p>Orthodox Jews follow traditional practices.</p> <p>Progressive Jews may adapt traditions to modern life.</p> <p>Rosh Hashanah is the Jewish New Year.</p> <p>Yom Kippur is the holiest day in the Jewish calendar.</p> <p>It is a day of forgiveness, prayer and reflection.</p> <p>Passover remembers the Exodus, when Moses helped free the Israelites from slavery in Egypt.</p> <p>The festival teaches children the story and meaning of being Jewish.</p>	<p>Jewish people come from diverse backgrounds.</p> <p>The Torah is made up of the first five books of the Hebrew Bible. The Sefer Torah is the scroll version kept in the synagogue ark.</p> <p>Jewish people worship in different types of synagogues, including Orthodox and Progressive.</p> <p>The Torah contains food laws called Kashrut.</p> <p>Kosher means food allowed by Jewish law; treif means forbidden.</p> <p>Pesach is an important festival remembering the Exodus.</p>	
<b>Fingertip Knowledge (Unit knowledge)</b>	<p>The mezuzah is placed in Jewish homes as a reminder of faith.</p> <p>The Shema is an important prayer reminding Jewish people to love and follow God.</p> <p>Jewish homes may have multiple mezuzot on doorframes.</p> <p>Jewish families light candles, eat special foods and say prayers to welcome Shabbat.</p> <p>The Sefer Torah is the special Torah scroll used in the synagogue.</p> <p>Jewish people use a yad to follow the text when reading the Torah.</p> <p>The story of David and Goliath teaches Jewish people about faith and courage.</p> <p>Jewish people light candles on a Chanukiah to remember the miracle of the oil lasting eight days.</p> <p>Chanukah reminds Jewish people to have faith and stand up for their beliefs.</p>	<p>During Shabbat Jewish families might light candles, eat a special meal and go to the synagogue.</p> <p>Shabbat starts at sunset Friday and ends at sunset Saturday.</p> <p>It comes from the creation story where God rested on the seventh day.</p> <p>Jewish people in the UK observe Shabbat differently depending on whether they are Orthodox or Progressive.</p> <p>At Rosh Hashanah families eat symbolic foods like apples dipped in honey and challah.</p> <p>Rosh Hashanah shows the importance of new beginnings and personal growth.</p> <p>God sent plagues to persuade Pharaoh to free the Israelites.</p> <p>Passover is celebrated with a Seder meal.</p> <p>Each food item on the Seder plate represents part of the Exodus story.</p>	<p>The Jewish population in the UK is a minority, mostly living in large cities.</p> <p>The Torah contains 613 rules (mitzvot).</p> <p>In Orthodox synagogues men and women sit separately, rabbis are male and prayers are in Hebrew.</p> <p>In Progressive synagogues men and women sit together, rabbis may be female, and prayers may be in Hebrew or English.</p> <p>Jewish people must not eat pork or mix meat and dairy.</p> <p>Orthodox Jews follow Kashrut strictly; some Progressive or secular Jews adapt the rules.</p> <p>Many Jewish people celebrate Pesach today to remember their history.</p> <p>Some Jewish families adapt their seder meal to modern life, for example with vegetarian or vegan meals.</p>	

<b>Progressive summary</b>	Across the school, pupils develop an increasingly rich and accurate understanding of Jewish belief, practice and identity. In Year 1, children begin by learning the foundational features of Jewish life: key symbols such as the Star of David, the synagogue as a place of worship, the Torah as the Jewish holy text, the mezuzah as a reminder of faith, and Shabbat as a day of rest given by God. They also encounter a key story from the Torah and learn about the festival of Chanukah. At this stage, they gain a simple but accurate picture of what is important to many Jewish families.		
	By Year 3, pupils revisit and deepen their understanding of core practices by exploring the diversity within Judaism, including the differences between Orthodox and Progressive Jews. They learn more about Shabbat, now recognising how it is observed in different homes, and extend their understanding into major Jewish festivals such as Rosh Hashanah, Yom Kippur and Passover. They begin to connect festivals to the stories, values and history that underpin them, particularly the Exodus narrative and the idea of remembering freedom, forgiveness and beginnings.		
	By Year 5, pupils extend their knowledge into broader themes of Jewish identity, belief and practice. They gain a deeper understanding of the Torah, including its structure, significance and the role of the Sefer Torah in synagogue worship. They learn about food laws (Kashrut) and the diversity of how Jewish people follow them. Pupils also recognise that Judaism in the UK is culturally and geographically diverse, and explore differences in synagogue worship across traditions. They understand that festivals such as Passover continue to shape Jewish identity today, even as some families adapt practices for modern life.		
	The progression moves pupils from simple recognition of Jewish symbols and practices to an increasingly complex understanding of Jewish belief, diversity, community and lived experience. By Year 5, pupils can talk about Judaism with accuracy, empathy and awareness of variation, enabling them to build meaningful schema for further learning in RE and wider worldviews.		
<b>God</b>			
	<b>Reception</b>	<b>Year 1</b>	<b>Year 5</b>
<b>Substantive Knowledge</b>	Some people believe in God. Some people do not believe in God. There are different religions with different beliefs about God. Some stories and celebrations are connected to belief in God.	A parable is a story Jesus told to teach people about God. Christians believe Jesus told these stories to show how God wants people to live. Forgiveness is an important Christian belief. Many Christians believe God forgives people when they say sorry. Christians believe the story of Jonah teaches them about God's forgiveness. Christians believe prayer is a way to talk to God, including asking for forgiveness. Christians ask for forgiveness in church services through prayers and songs.	Christians use words such as loving, holy, eternal, spirit, omnipotent (all-powerful) and omniscient (all-knowing) to describe God. Christians aim to know God personally, not just know about Him. Christians believe God is both holy and loving. Even when God is shown as angry at sin, Christians believe He remains merciful and loving. Worship is a way Christians say thank you to God and feel close to Him.
<b>Sticky Knowledge (the essential factual learning)</b>	Some people believe in God. Some families celebrate events linked to their beliefs about God. Different religions have different ideas about God.	A parable is a story Jesus told to teach about God. Christians believe God forgives. Christians believe Jonah's story teaches forgiveness. Christians pray to God and ask for forgiveness.	Christians describe God as loving, holy and powerful. Christians believe God is both just and compassionate. Christians worship God to feel close to Him. Christians believe knowing God personally is different from knowing about Him.
<b>Fingertip Knowledge (Unit knowledge)</b>	Examples of religious stories that mention God. Ways people show respect for God in different religions.	Know and recall key parts from the Parable of the Lost Son. Asking for forgiveness is an important part of Christian prayer. Key parts of the story of Jonah. Psalm 103 describes God as kind, forgiving, patient, loving and fair. Worship can include singing, prayer, reading the Bible and following Jesus' teachings. Features such as the font, altar, confessional and cross reflect beliefs about God and forgiveness.	Psalm 103 describes God as kind, forgiving and full of love. Worship may include singing, prayer, Bible reading and living by Jesus' teachings. Features in church such as the font, altar, confessional and cross symbolise God's welcome, sacrifice, forgiveness and love. The way Christians worship reflects their beliefs about God's character.
<b>Progressive summary</b>	Across the school, pupils build a growing understanding of what Christians believe about God and how these beliefs influence Christian life. In Reception, children begin with simple awareness that some people believe in God while others do not, and that different religions have different beliefs and stories linked to God. In Year 1, this develops into learning how Jesus taught about God through parables, and how Christians believe God is forgiving, loving and someone they can talk to through prayer.		
	By Year 5, pupils explore Christian beliefs about God in greater theological depth, including ideas of God as holy, loving, eternal and all-powerful. They also learn how Christians express their beliefs about God through worship, church symbols and sacred texts such as the Psalms. This progression enables pupils to move from general awareness of belief in God to a mature understanding of how Christians describe God's nature and how these beliefs shape their lives.		
<b>Kingdom of God</b>			
	<b>Nursery</b>	<b>Year 1</b>	<b>Year 4</b>

<b>Substantive Knowledge</b>	Places can be special to people.	Pentecost is a special story in the book of Acts. Christians believe the Holy Spirit is part of God who lives inside them. Christians believe they should care for each other and work as a team to follow God’s message.	Jesus’ kingship is marked by generosity and openness. Jesus is a king of mercy, grace and second chances. Forgiveness is central to the Christian life. God’s kingdom is marked by justice, peace and care for the vulnerable. Some Christians believe the kingdom is partly here now through acts of love. Some believe it will come fully when Jesus returns. Jesus’ kingship transforms hearts and lives through serving, healing and teaching.
<b>Sticky Knowledge (the essential factual learning)</b>	Places in the local area can feel special.	Pentecost is an important Christian story. Christians receive the Holy Spirit. Christians believe the Holy Spirit helps them work together and care for others.	Jesus is a different kind of king — one who serves. The Kingdom of God is about justice, peace, forgiveness and care for others. Christians believe they help build God’s kingdom through kindness and love.
<b>Fingertip Knowledge (Unit knowledge)</b>	Some places are special because of family, memories or feelings.	Pentecost happened after Jesus returned to heaven. Jesus told the disciples to wait in Jerusalem for help from God. A sound like a strong wind came and flames appeared above the disciples’ heads. The Holy Spirit gave the disciples power to speak different languages. Peter spoke to the crowd and about 3,000 people chose to follow Jesus. The disciples felt nervous, shocked, excited and brave. Artists show Pentecost with flames, wind and crowds. The Holy Spirit helps Christians live like Jesus. Paul said the Church is like a body, with everyone having an important job.	Jesus used parables to describe the kingdom. The Parable of the Great Banquet shows everyone is invited. The Parable of the Unforgiving Servant teaches forgiveness. Christian Aid works for justice and fairness and reflects Jesus’ values. Hymns such as There Is a Higher Throne show belief in the present and future kingdom. Parables such as the Hidden Treasure and the Yeast teach that God’s kingdom is small but powerful, quiet but world-changing.
<b>Progressive summary</b>	<p>Pupils begin in Nursery by recognising that places can be special, forming an early foundation for understanding why Christians believe God’s kingdom is important. In Year 4, they encounter the idea of God’s kingdom through the story of Pentecost, learning that Christians believe the Holy Spirit empowers them to work together, care for one another and live out God’s message. This introduces the idea that God’s kingdom is expressed through actions, community and belonging.</p> <p>By Year 6, pupils deepen this understanding significantly by exploring Jesus’ teachings on the Kingdom of God. They learn that Christians see Jesus as a radically different kind of king whose rule is defined by love, forgiveness, justice and service. They also explore the belief that God’s kingdom is both present now through acts of compassion and still to come in its fullness. Pupils understand that Christians believe they participate in building God’s kingdom by living out these values in everyday life.</p> <p>This progression develops pupils from simple recognition of special places to a rich theological understanding of God’s kingdom as a present and future reality expressed through Christian living.</p>		
<b>Gospel</b>			
	<b>Reception</b>	<b>Year 2</b>	<b>Year 4</b>
<b>Substantive Knowledge</b>	Friendship, kindness and saying sorry help people live well together. Everyone is special and part of a community.	Jesus’ good news is about peace, love, forgiveness and welcome. Jesus chose ordinary people and taught them how to live God’s way. Christians believe prayer helps them feel close to God. Jesus’ teachings guide Christians to love, forgive and help others.	The Gospels tell Christians about Jesus’ life, actions and message. Christians believe they should share Jesus’ good news with others.
<b>Sticky Knowledge (Long term memory)</b>	What makes a good friend. The importance of saying sorry. Everyone is different and valued. Friendship makes people feel happy and included.	Jesus’ followers were ordinary people, not rich or powerful. Jesus’ good news focuses on peace, love and forgiveness. Jesus taught “Forgive and you will be forgiven.”	The Gospels are the first four books of the New Testament: Matthew, Mark, Luke and John. Jesus wanted people to help others and share his message. An evangelist is someone who tells others about Jesus and his teachings.
			<b>Year 6</b>
			The Gospels reveal Jesus’ teachings, actions, and the values Christians aim to follow. Following Jesus is seen as wise because Christians believe his teachings guide moral living. Jesus’ compassion inspires Christians to care for those who suffer.
			Christians learn about Jesus’ life and teaching through the Gospels. Jesus taught through parables such as the Wise and Foolish Builders. Jesus cared for people who were marginalised or suffering.

	People in the community are special and should be treated well.	Jesus welcomed and forgave people who made mistakes. Jesus chose twelve disciples to be world changers. Christians believe they should help others because of Jesus' teaching. Prayer helps Christians say thank you, sorry, or ask for help. Many Christians believe Jesus died for people's sins so they can be close to God.		Christians believe they should follow Jesus' example of compassion and justice. Evangelists share Jesus' message so others can decide to follow him.
<b>Fingertip Knowledge (Unit knowledge)</b>	How to treat others kindly. How different actions make others feel.	Christians believe Jesus brings four kinds of good news. Matthew was a tax collector who changed after following Jesus. The Lord's Prayer includes "forgive our sins as we forgive others." Jesus chose fishermen and other ordinary people to follow him. Christians share Jesus' message through stories, art and music. Many Christians pray daily, using set prayers or their own words. The story of Jesus healing the ten lepers teaches gratitude and kindness.	In "Fishers of Men", Peter and Andrew left everything to follow Jesus. "Fishers of men" means helping others learn about God. Christians today believe they are called to share the Good News. A basic understanding of the Good Samaritan and its message of kindness.	Matthew, Mark and Luke are the synoptic Gospels; John is different in style. The Sermon on the Mount teaches forgiveness, kindness and humility. Organisations like The Leprosy Mission are inspired by Jesus' actions.

<b>Progressive Explanation</b>	In Nursery, children begin with simple ideas of friendship, kindness and saying sorry. By Year 2, they explore Jesus' message of peace, love and forgiveness and learn that Jesus chose ordinary people to follow him. By Year 4, children understand that the Gospels record Jesus' life and that Christians share his message through evangelism. By Year 6, pupils deepen this further by examining parables, Gospel accounts and how Christians today live out Jesus' example of compassion, justice and moral guidance.
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Thematic							
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Substantive Knowledge</b>	Places, objects and people can be special because of the meaning attached to them. Religious people have special places, objects and ceremonies to feel close to God. Many religions believe children are special and welcomed into a community.	People belong to families, communities and religions. Religious communities show belonging through symbols, ceremonies and actions. Many worldviews teach people to care, help and be kind.	Sacred places help people feel close to God and their community. Places of worship express beliefs through features and rituals. Different religions have different sacred spaces and practices.	Many worldviews teach people to improve the world. Religious stories guide kindness, justice and responsibility. Caring for others and creation is a shared moral value.	Many religions mark life stages with ceremonies. Ceremonies show belonging, commitment and responsibility. Different traditions celebrate life's transitions in different ways.	A worldview shapes how a person understands life, morality and purpose. Worldviews may be religious or non-religious. People act differently because their worldview influences values and decisions.	People hold different beliefs about the existence of God. Theists, atheists and agnostics use different forms of evidence. Belief is shaped by texts, reason, science and personal experience. Different worldviews offer different explanations for the world.
<b>Sticky Knowledge (Long term memory)</b>	Churches are special places for Christians. Mosques are special places for Muslims. Some objects are sacred, like the Bible, Qur'an and prayer mats.	Christians, Muslims and Jews belong to faith communities. Christians welcome babies through baptism; Muslims through Aqiqah. Christians and Jewish people believe humans	Christians worship in churches. Jews worship in synagogues. Muslims worship in mosques.	Many religions teach the Golden Rule. Jewish people follow Tikkun Olam — repairing the world. Christians believe Jesus taught love, forgiveness	Baptism welcomes Christians into the Christian community. Bar/Bat Mitzvah marks Jewish children taking on religious responsibility. Hindu Sacred Thread ceremonies mark	A worldview is shaped by beliefs, values, culture and experience. Humanism is a non-religious worldview based on reason and empathy.	A theist believes in God. An atheist does not believe in God. An agnostic believes we cannot be certain. Theologians use sacred texts as evidence.

	Christians believe children are special to God. Many religions welcome babies through special ceremonies.	are made in the image of God. Jesus taught Christians to love and help others. Jewish people give tzedakah to help those in need. Stewardship means caring for the world.	Places of worship are used for prayer, celebration and learning	and helping those in need. Muslims believe the Qur'an teaches generosity and supporting the poor.	maturity and responsibility. Weddings in many religions symbolise lifelong commitment. Life ceremonies mark important transitions in a person's journey.	Christians aim to be Christ-like by helping and loving others. Both worldviews encourage fairness, kindness and justice.	Humanists explain the world through science such as evolution and the Big Bang.
<b>Fingertip Knowledge (Unit knowledge)</b>	Churches may have crosses, stained glass and candles. Mosques may have domes, minarets and prayer halls. Christians may use candles, crosses and Bibles. Muslims may use prayer mats, Qur'ans and beads. Jesus welcomed children in a Bible story. Babies may be welcomed with holy water or special prayers.	Muslims show belonging through prayer, topi, and prayer mats. Jewish people use mezuzahs, challah bread and the Star of David. Psalm 8 teaches Jewish people God cares for them. Sukkot reminds Jewish families to help others. Mother Teresa helped people because of her Christian faith. Jewish families celebrate Tu B'Shevat to care for the environment.	A church may include a cross, altar, stained glass, hymns, prayers and Bible readings. A synagogue may include the Torah scroll, the Ark, a bimah, a menorah, and use of a kippah. A mosque may include a prayer hall, a mihrab, a wudu area, removal of shoes and the use of prayer mats.	Christians learn from Jesus' stories about care and compassion. Jewish people practise tzedakah and celebrate Sukkot. Muslims give zakah to support people in need. Many people work for justice, fairness and environmental care.	Baptism may include water, candles and promises. Confirmation welcomes older Christians as adult members. Bar/Bat Mitzvah involves reading from the Torah. The Sacred Thread is worn as a sign of religious responsibility. Jewish weddings may include a chuppah and bedecken. Wedding ceremonies often include vows, blessings and symbolic actions.	Humanists use reason and empathy rather than belief in God. Humanists follow the Golden Rule without reference to sacred texts. Christians look to Jesus' teachings for moral guidance. Both worldviews may support charity, fairness and environmental responsibility.	The Bible and Qur'an provide evidence for believers. Scientific explanations include evolution and the Big Bang. More people in the UK identify as non-religious. In many parts of the world religion is far more common. Psychologists study how belief affects thinking and behaviour.
<b>Progressive Explanation</b>	Pupils build an increasing understanding of religious and non-religious worldviews through a thematic, enquiry-based approach that returns to core concepts in progressively deeper ways. In EYFS, children begin by noticing and talking about special people, places, stories and ways of living, relating them to their own experiences. In Key Stage 1, pupils start to describe beliefs and practices, recognising similarities and differences and offering simple ideas about how belief influences how people live. In Lower Key Stage 2, pupils make connections across texts, beliefs and lived experience, suggesting reasons for different views and examining how beliefs shape identity and community. By Upper Key Stage 2, pupils investigate and evaluate how worldviews are interpreted, expressed and lived out, drawing on evidence and reasoning to form their own respectful, well-considered responses to big questions about life, values and meaning.						
<b>Islam</b>							
	<b>Year 2</b>		<b>Year 3</b>			<b>Year 5</b>	
<b>Substantive Knowledge</b>	Muslims believe in one God, Allah. Prophet Muhammad (peace be upon him) is the final messenger of Allah. The Qur'an is the holy book of Islam and contains Allah's guidance. Muslims show devotion and obedience through worship known as ibadah.		Islam is rooted in peace, trust and submission to Allah. Muslims pray regularly to stay connected to Allah. Fasting, prayer and reciting the Qur'an bring Muslims closer to God. Ramadan and Eid are significant times of worship and celebration.			Islam is shaped by the Five Pillars, which guide belief, worship and moral responsibility. Zakah and Hajj express commitment, equality and community belonging. Islam is a significant religion in the UK with diverse communities and practices.	
<b>Sticky Knowledge (the essential factual learning)</b>	Muslims believe in one God, Allah. Muhammad is the final messenger. The Qur'an contains Allah's words and guides Muslims in life. The Shahadah expresses the central belief in Islam. Muhammad taught kindness, honesty and helping others. Ibadah means worship through prayer, actions and intentions.		Islam, Muslim and salaam come from a word meaning peace. Muslims pray five times a day facing Mecca. Prayer in Islam is called salah. Ramadan is a month of fasting. Eid al-Fitr is a festival of joy, thankfulness and love.			The Five Pillars guide Muslim life. Zakah is obligatory giving to help those in need. Hajj is a pilgrimage to Mecca that Muslims aim to complete once in their life. Umrah is a shorter pilgrimage that some Muslims in Britain also complete.	
<b>Fingertip Knowledge (Unit knowledge)</b>	When Muslims mention Muhammad, they often add "peace be upon him" as a sign of respect.		Muslims perform wudu (washing) before praying to be clean and ready to worship.			Islam is the second-largest religion in the UK. There are around 3.9 million Muslims in the UK. There are more than 1,800 mosques across Britain.	

	<p>Muslims believe Allah has 99 names describing His qualities, such as The Most Kind and The Creator.</p> <p>Saying the Shahadah is how someone becomes a Muslim.</p> <p>Muslims show respect for the Qur'an by washing before touching it, placing it high up and using a stand to read it.</p> <p>Many Muslims learn to read the Qur'an in Arabic.</p> <p>Muslims believe the first revelation came to Muhammad in the cave of Hira during the Night of Power.</p>	<p>Mosques include features such as the prayer hall, mihrab and washing area.</p> <p>Men and women often pray in separate areas.</p> <p>Fasting helps Muslims focus on Allah and think of others who have less.</p>	<p>Muslims may learn about Hajj through community events, school visits or virtual experiences.</p>	
<b>Progressive summary</b>	<p>In Year 2, children are introduced to the core beliefs of Islam, including belief in Allah, the Prophet Muhammad (PBUH), and the Qur'an. They learn simple stories about Muhammad, the importance of the Shahadah, and begin to understand that worship (Ibadah) shapes Muslim life. This gives them secure foundational concepts.</p> <p>By Year 3, children revisit these ideas and deepen them, exploring Islam as a religion of peace, prayer and trust in Allah. They build on earlier knowledge by learning about Salah (daily prayer), Wudu, and the purpose of fasting during Ramadan. They begin to understand how practices help Muslims feel close to Allah and support spiritual discipline.</p> <p>In Year 5, understanding widens to the full structure of Muslim life through the Five Pillars. Children learn that the pillars guide moral choices, community responsibility and personal behaviour. They explore Zakah as a form of justice, and Hajj as a major act of devotion. Learning also broadens into awareness of Islam in Britain today, helping pupils connect beliefs to identity, community and diversity.</p>			
<b>Salvation</b>				
	<b>Reception</b>	<b>Year 2</b>	<b>Year 4</b>	<b>Year 6</b>
<b>Substantive Knowledge</b>	<p>Salvation is about Christians believing Jesus came to show love and save people.</p> <p>Easter remembers the final week of Jesus' life.</p> <p>Christians believe Jesus saves by showing love and kindness.</p>	<p>Holy Week tells the story of Jesus' final days.</p> <p>Christians believe Jesus died and rose again to bring hope and forgiveness.</p> <p>The emotions of Holy Week help Christians understand the meaning of salvation.</p>	<p>Holy Week shows who Jesus is and why Christians believe he came.</p> <p>Christians believe Jesus' death repairs the broken relationship between people and God.</p> <p>Resurrection is central to the Christian belief in eternal life.</p>	<p>Christians believe the resurrection is a real historical event based on eyewitness accounts.</p> <p>Good Friday and Easter Sunday express the movement from sorrow to joy.</p> <p>Resurrection is central to Christian hope in eternal life.</p> <p>Christians may be challenged about the meaning and truth of salvation in the modern world.</p>
<b>Sticky Knowledge (Long term memory)</b>	<p>Christians remember Jesus' last week at Easter.</p> <p>Jesus' name means "He saves".</p> <p>Christians believe Jesus came to show God's love.</p> <p>Christians try to show love to others.</p>	<p>Holy Week is the week leading up to Easter.</p> <p>On Maundy Thursday Jesus had the Last Supper.</p> <p>On Good Friday Jesus was crucified.</p> <p>On Easter Sunday Christians believe Jesus rose again.</p> <p>Christians believe Good Friday is "good" because Jesus' death helps bring forgiveness.</p>	<p>Holy Week is the final week of Jesus' life.</p> <p>Christians believe Jesus died to forgive sins and restore the relationship between people and God.</p> <p>Jesus' death is seen as a sacrifice that brings salvation and hope.</p> <p>Resurrection brings the promise of new life to Christians.</p> <p>The Easter story teaches Christians that Jesus is the Saviour.</p>	<p>Christians believe the resurrection is a real event recorded in the Gospels, including Luke 24:1-49.</p> <p>Good Friday is a day of sadness and reflection; Easter Sunday is joyful and hopeful.</p> <p>Resurrection shows Christians that death is not the end.</p> <p>Christians believe eternal life comes through Jesus.</p>
<b>Fingertip Knowledge (Unit knowledge)</b>	<p>Easter includes stories about Jesus' friends and followers.</p> <p>Christians show love by helping and caring for others.</p>	<p>Palm Sunday celebrates Jesus riding into Jerusalem and people shouting "Hosanna".</p> <p>There are seven key moments in the Easter story.</p> <p>Palm Sunday feels joyful; Good Friday is sad; Easter Sunday is hopeful.</p> <p>The Last Supper is a meaningful moment where Jesus says goodbye to his friends.</p> <p>Churches often hold quiet services on Good Friday.</p> <p>Christians remember Easter using candles, special meals and services.</p> <p>Christians believe Jesus died so people could be close to God.</p>	<p>Different days of Holy Week are remembered in different ways in churches.</p> <p>Mary, Jesus' mother, saw him die on the cross and may have felt confused and heartbroken.</p> <p>Good Friday is a day of silence, reflection and remembering Jesus' suffering.</p> <p>Easter is a time of giving thanks and celebrating new beginnings.</p>	<p>Luke's Gospel includes details such as the empty tomb, angels, and Jesus appearing to the disciples.</p> <p>Christians may be questioned about whether the resurrection happened or why it matters.</p> <p>Christians may need to explain or defend their beliefs when others doubt or suffer.</p> <p>Belief in salvation affects how Christians talk about hope, suffering, forgiveness and purpose.</p>

<b>Progressive Explanation</b>	Pupils develop an increasing understanding of the Christian belief that Jesus' life, death and resurrection are central to God's plan to save humanity. In EYFS, children hear stories about Jesus as a friend and helper and begin to recognise that Easter is a special time for Christians. In Key Stage 1, pupils learn that Christians believe Jesus brings good news and that Easter celebrates Jesus' death and resurrection, showing God's love and forgiveness. In Lower Key Stage 2, pupils explore how salvation is described in the Bible and how Christians express belief through worship, prayer and the celebration of Holy Week and Easter. By Upper Key Stage 2, pupils explain how different Christians understand the meaning of salvation and the impact it has on their lives, considering how beliefs about forgiveness, restoration and hope influence Christian behaviour and responses to the world. They evaluate how Christian ideas about salvation connect to wider questions about justice, suffering and human purpose.	
<b>Hinduism</b>		
	<b>Year 4</b>	<b>Year 6</b>
<b>Substantive Knowledge</b>	Hindus believe in Brahman, the ultimate reality or divine energy in everything. Aum is a sacred sound representing Brahman and the first sound before the universe began. Atman is the spark of Brahman found in all living things. Hindus believe Brahman is present in all life, not just humans. Ahimsa (not causing harm) is connected to Brahman being in all things. The Trimurti (Brahma, Vishnu, Shiva) represent creation, protection and transformation—showing the cycle of life. Hindu deities are different forms of Brahman, showing different qualities. The Hindu community in Britain is diverse, with many ways of expressing faith. Puja is a form of worship that helps Hindus connect with the divine at home or in the Mandir. Dharma means a person's duty or way of living rightly. Hindus believe duties vary depending on a person's role in life. Diwali is the Hindu festival of light and celebrates the return of Rama and Sita and the triumph of light over darkness.	Hindus believe the goal of life is to realise the atman and return to Brahman by looking beyond distractions and desires. Samsara is the cycle of birth, death and rebirth experienced by the atman. Karma shapes a person's next life based on good or bad intentions and actions. Moksha is freedom from the cycle of rebirth when someone truly understands the atman and lives according to Hindu teaching. Dharma means duty, shaped by a person's role, age and circumstances.
<b>Sticky Knowledge (Long term memory)</b>	Hindus believe in Brahman, the divine energy in everything. Atman is the spark of Brahman in all living things. Ahimsa teaches Hindus not to harm living things. The Trimurti show Brahman's roles in creation, protection and transformation. Hindus worship through Puja at home or in the Mandir. Dharma means living rightly and fulfilling one's responsibilities. Diwali celebrates light overcoming darkness through the story of Rama and Sita.	The atman is eternal and part of Brahman. Samsara is the cycle of rebirth. Karma affects a person's rebirth. Moksha is the ultimate goal—freedom from the cycle of rebirth. Dharma means fulfilling one's responsibilities and living rightly.
<b>Fingertip Knowledge (Unit knowledge)</b>	Hindu beliefs influence how Hindus care for animals and the environment. Deities such as Brahma, Vishnu, Shiva, Lakshmi and Saraswati help Hindus connect with aspects of Brahman. Each deity has symbols, animals or colours that show their qualities. Different images of the same deity may look different but represent the same aspect of Brahman. Ganesh is a deity associated with wisdom and removing obstacles, shown through symbols like his broken tusk and mouse. Hindu Dharma is one of the world's oldest religions, beginning in India and now followed worldwide. Puja uses items such as murtis, incense and offerings, each with symbolic meaning. The story of King Yudhishtira and the dog teaches loyalty, honesty and compassion. The Ramayana teaches values such as loyalty, duty, courage and truth. Diwali in Britain is celebrated at home, in schools and in Mandirs with candles, rangoli and fireworks.	The story "The Man in the Well" teaches that people can be distracted by worldly pleasures and forget their true spiritual identity. Hindus use analogies such as sunlight through windows or bouquets of flowers to explain Brahman appearing in different forms.
<b>Progressive Explanation</b>	In Year 4, pupils gain a foundation in Hindu beliefs such as Brahman, atman, dharma and the Trimurti. They learn how worship, deities and festivals help Hindus express these beliefs. By Year 6, pupils build on this by exploring deeper ideas such as samsara, karma and moksha. They move from understanding Hindu practice and symbolism to understanding Hindu philosophy, life goals and how beliefs shape daily choices. This progression takes pupils from concrete concepts like deities and Diwali to abstract ideas such as self, purpose and liberation.	

**Disciplinary Knowledge Progression (Theology, Philosophy, Human/Social Science and Personal View)**

	<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
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<b>Theology</b>	Begin hearing simple stories that include ideas about love, kindness and fairness	Notice that different religions have special places and objects because people believe they connect to God.  Hear simple stories where Christians or Muslims believe God cares for children.	Explore what Christians, Muslims and Jewish people believe about humans being special, loved or created by God.  Learn how religious stories (Creation, Jesus’ teachings, Psalm 8) express beliefs about kindness and value.	Learn what Christians, Jews and Muslims believe about God through the ways they worship.  Understand that special features (altar, Torah, mihrab) express beliefs.	Study how sacred texts teach about kindness and justice (Bible, Torah, Qur’an).  Explore what religions teach about how to treat the world and others.	Explore how different religions understand commitment and duty to God.  Learn what baptism, Bar/Bat Mitzvah and Sacred Thread ceremonies teach about faith and responsibility.	Compare Christian teachings with Humanism regarding what makes a good life.  Study how Christians interpret Jesus’ ethical teachings.	Study how sacred texts are used to argue for God’s existence.  Explore how different religions describe God.
<b>Philosophy</b>	Begin recognising emotions (happy, sad, sorry) and noticing what is “good” or “unkind”.	Talk about what “special” means and why different things matter to different people. Recognise that people value different things for different reasons.	Begin discussing questions such as: Why should we care for others? Why is everyone valuable?  Consider why people say sorry and forgive.	Ask questions about why places are special and why people pray.  Explore why people treat sacred spaces with respect.	Explore questions such as What is fairness? Why should we help people?  Compare different reasons people give for doing good.	Ask questions like Why do we mark important life changes? What does commitment mean?  Compare ideas of responsibility across worldviews.	Evaluate why people make different moral choices.  Ask questions about purpose, morality and what it means to live well.	Evaluate claims about God using reasoning and evidence (theist, atheist, agnostic).  Explore big questions about suffering, origins and meaning.
<b>Social/Human science</b>	Notice that people belong to families and communities who care for each other.	Recognise that different people have different religions and different special places (church, mosque).  See that families welcome babies in different ways  Notice that people celebrate important events through ceremonies.	Explore how belonging is shown in different religions (symbols, clothing, worship).  Learn how communities act on their beliefs through kindness, charity and helping others.	Compare what happens in churches, synagogues and mosques.  Explore community practices: worship, festivals, symbols and leadership (vicar, rabbi, imam).	Investigate how religious and non-religious groups act on beliefs (charity, tzedakah, zakah).  Learn that people express values through environmental action and community support.	Investigate how life ceremonies shape identity within communities.  Study similarities and differences between religious life transitions.	Explore diversity within and between worldviews (Christian, Humanist and others).  Learn how worldviews influence actions, campaigns and lifestyle choices.	Examine how belief shapes identity, lifestyle and community participation.  Study trends in religious and non-religious affiliation in the UK and globally.
<b>Personal View</b>	Children begin to express simple likes, dislikes and feelings about people, friends and experiences. They recognise that others may feel differently	Children talk about what is special to them and begin to compare it with what is special to others. They explain their own feelings about special people, places or objects and recognise that	Children express their own ideas about belonging and caring. They begin to say why something matters to them (e.g., kindness, friendship, fairness). They recognise that	Children express how sacred places or religious practices make them feel and why. They start to describe how experiences—such as prayer,	Children begin to connect beliefs and values with actions that improve the world. They compare how different people might act kindly or fairly, and reflect on how they themselves	Children reflect on why people have ceremonies at different stages of life and consider what these might mean for individuals, families or communities. They express personal views	Children compare their own developing worldview with religious and non-religious worldviews. They explain their opinions using	Children form well-considered personal viewpoints about belief, evidence and the existence of God. They weigh different arguments and give reasons for their own position, recognising

	and start learning respectful listening.	religious people value different things.	religious people may have similar or different reasons for their actions.	celebration or being part of a community—might influence beliefs or behaviour for themselves and others.	try to make the world better.	on responsibility, commitment and celebration.	simple reasoning and examples. They begin to appreciate how beliefs shape moral choices and community behaviour.	that people may view the same evidence differently.
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**Progression Summary**

**Theology (Thinking about God and belief)**

Pupils begin by recognising that different people have different beliefs about God and what is special (Reception, Year 1). As they move through school, they explore sacred texts, key beliefs and stories from Christianity, Islam, Judaism and Hinduism (Years 2–4), learning how believers interpret these texts and how beliefs connect to concepts like creation, incarnation, forgiveness, prayer, covenant and salvation. By Upper Key Stage 2 (Years 5–6), pupils evaluate and compare theological ideas such as the existence of God, differing worldviews, religious authority, and how sacred texts are used as evidence. They understand that people interpret beliefs differently and that theological claims shape how people understand the world.

**Philosophy (Thinking about questions of truth, knowledge and meaning)**

Early on, pupils explore simple questions about right and wrong, fairness, kindness and feeling special (Reception, Year 1). As they progress, they begin asking deeper questions about why people worship, what makes a place sacred, and how people should live (Years 2–3). By Year 4, they consider meaning in celebrations and life-stage rituals, and how these express commitment and identity. In Years 5–6, pupils engage with more complex philosophical enquiry, including questions about evidence for God, how we know what is true, differing explanations of the world (scientific and religious), and how beliefs guide moral choices. They recognise that philosophical questions often have no single answer and require reasoning.

**Human/Social Sciences (Understanding how religion is lived and expressed)**

Pupils begin by noticing similarities and differences in how families celebrate, use special places, and welcome new life (Reception, Year 1). In Years 2–3 they explore how religious communities worship, how beliefs inspire action, and how religion contributes to caring for others and the world. By Year 4, they examine how communities mark life’s milestones and how religious identity is expressed through practice, ceremony and symbolism. In Years 5–6, they study diverse worldviews, changes in religious demographics, secularism, and how belief or non-belief influences behaviour, purpose and community life. They understand that religion is lived differently within and between communities.

**Personal View**

Across the curriculum, pupils build a steadily deepening understanding of themselves, others and the wider world by reflecting on experiences, values and beliefs. In EYFS, children begin by recognising their own feelings, noticing differences between people, and understanding what makes places or objects special to them. By Year 1, they start to explore belonging—identifying groups they belong to and beginning to understand that religious people belong to faith communities. They also begin to express simple views about fairness, kindness and how people should be treated.

In Year 2, pupils become more aware of how beliefs shape behaviour, thinking about why sacred places matter and how different groups worship. Their personal responses become more thoughtful as they consider how places make them feel and why they are important for others. By Year 3, pupils reflect on moral choices and actions, responding to ideas such as helping others, repairing the world and justice. They begin to relate these ideas to their own lives.

By Year 4, children reflect on life stages, commitment and responsibility, considering how ceremonies mark important transitions. They develop the ability to compare their own experiences with those of religious believers. In Year 5, pupils learn that everyone has a worldview—religious or non-religious—and begin evaluating how different beliefs shape values and behaviour. They reflect on their own developing worldview with increasing independence and reasoning.

By Year 6, pupils engage with deeper questions about belief, evidence and meaning. They consider the perspectives of theists, atheists and agnostics, and reflect on how beliefs (or non-belief) influence moral decisions and identity. Their personal responses become more analytical as they weigh different viewpoints and articulate their own reasoned conclusions.

**Curriculum End of Year Points**

**RE– Curriculum End Goals**

### Curriculum End Points

The KKP's are the input to the curriculum. The curriculum end points are the output. Curriculum end points capture the knowledge, skills and understanding that children should have at the end of each year. They build progressively over time so that children leave Year 6 well-prepared for the next stage of education as competent and capable geographers.

**For subject leaders**, they provide a clear overview of the end of year expectations for each year group, which will support the planning and assessment of the curriculum.

**For teachers**, they provide further clarity around what children should be able to do at the end of each year, using the knowledge they have gained from being taught the KKP's. They support teachers to plan activities that help to develop children as effective geographers. They should be used to check what children know and how well they can apply this knowledge across the curriculum.

**For children**, they ensure that they receive an equitable curriculum which gives them the substantive, procedural and disciplinary knowledge needed to be successful in their future studies.

Year group	By the end of the year, children will be able to ....
<b>Nursery</b>	<ul style="list-style-type: none"> <li>● Recall the knowledge specified within the KKP's for Nursery</li> <li>● Talk about stories that show love, kindness and fairness</li> <li>● Notice that people have different feelings and respond sensitively</li> <li>● Identify people, places and objects that feel special to them</li> <li>● Talk about how families and communities care for one another</li> <li>● Notice that different people have different special places or celebrations</li> </ul>
<b>Reception</b>	<ul style="list-style-type: none"> <li>● Recall the knowledge specified within the KKP's for Reception</li> <li>● Identify that some people believe in God while others do not</li> <li>● Talk about why Christmas is important for Christians and retell parts of the Nativity</li> <li>● Recognise that different religions have special places, objects and celebrations</li> <li>● Identify simple ways families welcome babies and celebrate special events</li> <li>● Talk about what is special to them and what might be special to others</li> <li>● Ask simple questions about belief, celebration or belonging</li> </ul>
<b>Year 1</b>	<ul style="list-style-type: none"> <li>● Recall the knowledge specified within the KKP's for Year 1</li> <li>● Identify key Christian beliefs about Creation and caring for the world</li> <li>● Talk about why Christmas and Advent matter to Christians</li> <li>● Recognise that Jewish people worship in synagogues and learn from the Torah</li> <li>● Describe how Shabbat is welcomed and why it is special in Jewish homes</li> <li>● Identify what a parable is and what Jesus teaches about forgiveness</li> <li>● Talk about how people show belonging in families and religions</li> </ul>

	<ul style="list-style-type: none"> <li>• Give examples of how many religions teach care for others</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>• Recall the knowledge specified within the KCPDs for Year 2</li> <li>• Identify features of churches, synagogues and mosques and how people use them</li> <li>• Retell key events of Holy Week and Easter and explain why Easter brings hope</li> <li>• Describe Jesus' message of peace, love and forgiveness using Gospel stories</li> <li>• Identify that Muslims believe in one God, Allah, and treat the Qur'an with respect</li> <li>• Talk about who Muhammad (PBUH) is and why he is important to Muslims</li> <li>• Say the Shahadah and explain its importance in Islam</li> <li>• Give examples of how believers help and care for others</li> <li>• Ask and respond to questions about why places or experiences feel special</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Recall the knowledge specified within the KCPDs for Year 3</li> <li>• Describe Christian beliefs about Creation, the Fall and human responsibility</li> <li>• Identify covenant stories (Noah, Abraham) and explain why they matter to Christians</li> <li>• Describe the Trinity and identify what happens at Jesus' baptism</li> <li>• Recognise similarities and differences in Christian baptism practices</li> <li>• Describe Jewish festivals (Shabbat, Rosh Hashanah, Yom Kippur, Passover) and what they remember</li> <li>• Summarise the message of Gospel stories and how Christians share good news</li> <li>• Describe how Muslims worship through prayer, fasting and celebration at Eid</li> <li>• Ask and explore questions about fairness, kindness and helping others</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Recall the knowledge specified within the KCPDs for Year 4</li> <li>• Describe how different religions mark life changes (baptism, Bar/Bat Mitzvah, Sacred Thread, weddings)</li> <li>• Explain how these ceremonies show belonging, responsibility or commitment</li> <li>• Summarise the events of Holy Week and explain why Christians believe Jesus brings salvation</li> <li>• Identify core Hindu beliefs about Brahman, atman and how these shape Hindu living</li> </ul>

	<ul style="list-style-type: none"> <li>• Describe how Hindus practise worship (puja) and celebrate Diwali</li> <li>• Compare how different religions show duty, care and compassion</li> <li>• Talk about why life ceremonies matter to people and communities</li> </ul>
<p><b>Year 5</b></p>	<ul style="list-style-type: none"> <li>• Recall the knowledge specified within the KCPDs for Year 5</li> <li>• Describe different Christian interpretations of Creation and relate them to science and stewardship</li> <li>• Identify diverse Jewish practices, including synagogue traditions and Kashrut</li> <li>• Explain how Passover connects Jewish people today with their history</li> <li>• Describe Christian beliefs about the nature of God (holy, loving, powerful) and how worship expresses these beliefs</li> <li>• Explain Christian ideas about the Kingdom of God through Jesus' teachings and parables</li> <li>• Describe the Five Pillars of Islam and how Zakah and Hajj show commitment and community</li> <li>• Compare how Christian and Humanist worldviews guide moral living</li> <li>• Explain how worldviews influence values, actions and choices</li> </ul>
<p><b>Year 6</b></p>	<ul style="list-style-type: none"> <li>• Recall the knowledge specified within the KCPDs for Year 6</li> <li>• Compare beliefs about God from theists, atheists and agnostics using different types of evidence</li> <li>• Explain what the Exodus teaches about freedom, justice and faith in action</li> <li>• Summarise the Christian belief that Jesus is the Messiah and link Incarnation, Salvation and Resurrection</li> <li>• Explain how Christians believe the resurrection brings hope and new life</li> <li>• Analyse Gospel examples of compassion, forgiveness and justice and how Christians apply them today</li> <li>• Explain how sacred texts and scientific ideas offer different accounts of the world</li> <li>• Describe Hindu beliefs about Brahman, atman, samsara, karma, dharma and moksha</li> <li>• Evaluate different arguments about God and give reasoned personal viewpoints</li> </ul>