

Religious Education Progression of Knowledge by Year group

Progression in Ways of Knowing in Religious Education			
There are questions people ask about religious and non-religious worldviews.			
There are skills and tools people can use to help them answer their questions about religious and non-religious worldviews.			
	Theology-Reading stories to find out more about the things people believe.	Human and social sciences-Finding out about people's lived experiences.	Philosophy-Finding out about how people think of reason about themselves in the world around them
Key Principles	A world view is a way of being in and understanding the world. Everyone has a worldview – No one stands nowhere. Theologians ask questions about the things people believe.	A worldview is a way of being in and understanding the world. Everyone has a worldview-no one stands nowhere. Human and social scientists ask questions about how people live.	A worldview is a way of being in and understanding the world. Everyone has a worldview-no one stands nowhere. Philosophers ask questions about how people think or reason
Step 1	Stories, texts and sources of authority are carriers of meaning about beliefs and values; Understanding this can help us better understand someone's worldview. There are questions we can ask that help us understand that some stories, texts and sources of authority are important to a group or individual.	There is information that can tell us how people live, which helps us better understand their worldview, including objects, places, photographs, videos, surveys, case studies, etc. There are questions we can ask that help us understand how context, including time, place, culture, gender, etc, affects the way in which people live for say	Humans think or reason about themselves, others and the world around them, including their understanding of good and bad or right and wrong; Understanding how they do this can help us better understand their worldview. There are questions we can ask that help us understand more about how humans think or reason about themselves, others and the world around them, including their understanding of good and bad or right and wrong.
Step 2	Stories, text and sources of authority can contain hidden meanings of bracket the meaning within]; Understanding this can help us better understand someone's worldview. There are questions we can ask that help us understand the meaning and significance of particular stories, texts and sources of authority.	The way in which people live is affected by context, included time, place, culture, gender, etc; Knowing about this can help us better understand their worldview. There are questions we can ask that help us understand how context, including time, place, culture, gender, etc, affects the way in which people live.	Different people might think or reason about themselves, others and the world in different ways, including their understanding of good and bad all right and wrong; Understanding more about this can help us better understand different worldviews. There are questions we can ask that help us understand the different ways in which people might think or reason about themselves, others and the world in different ways, including their understanding of good and bad or right and wrong.
Step 3	Stories, texts and sources of authority are shaped by context [what sits behind]; Understanding this can help us better understand someone's world view. There are questions we can ask that help us understand the context of important stories, text and sources of authority and the ways in which this might affect its meaning.	When we are trying to understand the worldview, it is important to consider the origin of sources of information about how people live. There are questions we can ask that helps identify the origin of sources of information about how people live.	When we are trying to understand the worldview, it is important to consider whether our own and others processes of reasoning about human beings, the world and morality and ethics are reliable. There are questions we can ask that help us understand whether our own and others processes of reasoning about human beings, the world and morality and ethics are reliable.
Step 4	Stories, text and sources of authority are interpreted by readers who are influenced by their own context [what sits in front]; understanding this can help us better understand someone's worldview. There are questions we can ask that help us understand how readers are interpreter's worldview influences the meaning they draw from historic, text or source of authority.	When we're trying to instil stand the worldview, it is important to consider how our own worldviews might shape the way we interpret information about how people live. There are questions we can ask that help us understand how our own worldviews might shape the way we interpret information about how people live.	It is important to consider how different people [including ourselves close brackets articulate their understanding of validity; This can help us better understand their worldview. There are questions we can ask that help us understand the importance of considering how different people [including ourselves] articulate their understanding of validity.

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Progression in Worldview concepts					
	Context	Identity And Belonging	Meaning And Purpose	Power And Authority	Values And Morality
Step 1	Notice that some ways of living are similar and some are different; Notice that not everyone is the same.	Notice that some things in their home and daily lives are similar and different to other people's homes and daily lives; notice that our homes and daily lives can contribute to our sense of belonging.	Notice that special stories could help us learn more about worldview; Reading explore special stories to find out more about people's worldviews.	Notice that there are people who look after us and try to keep us safe, but that our voices matter too.	Notice that the words we say and the actions we carry out can affect the people around us; understand that there are some rules and guidelines we follow to help us live well together.
Step 2	Identify different ways of expressing beliefs and ways of living from a diverse range of contexts.	Recognise some people belong to organised worldviews and describe how these contribute to a sense of identity and belonging.	Recognised the worldview provides possible answers to some big questions about God, that universe and human beings; These can be known as beliefs.	Recognise the organised worldviews have the power to influence communities and societies; Explore different sources of authority for people.	Recognise that worldviews can shape a person's understanding of right, wrong, good and bad; Engage with some stories and lived examples from worldviews that explore these terms.
Step 3	Explore ways in which personal context influences ways of believing, living and thinking; explain the impact this has on people's worldviews.	Explore ways in which religious and non-religious worldviews contribute to a person's sense of identity and belonging; Explain how this helps us understand the lived reality of worldviews.	Explore different ways in which people respond to questions of meaning and purpose, including from organised and individual worldviews; Express their own ideas about these questions and say where these ideas come from.	Explore different ways in which people interpret their sources of authority; Identify which voices in worldviews have more or less power and influence and explain why this matters.	Explore different ways in which people reason about right, wrong, good and bad within and between worldviews; explain similarities and differences in people's responses to these terms.
Step 4	Analyse the difference context makes to a person's worldview; Articulate why it is important to understand more about context in order to understand people's worldviews.	Analyse ways in which being part of a religious or non-religious worldview can present benefits and challenges to a person's sense of identity and belonging.	Analyse ways in which context might influence a person or community's response to questions of meaning and purpose including their own responses; Connect this with questions about ways in which world views change and stayed the same over time.	Analysing reasons why different people interpret their sources of authority differently; Ask questions about how worldviews influence and are influenced by wider society and connect this with the concept of power.	Analyse ways in which a person's worldview might influence their values and morality; Explain ways in which context might contribute to this.

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EYFS			
Unit 1 What Makes me special?	Know that there is only one me and that I am special. Know how to describe one thing that makes them special. Know how to articulate some similarities and differences between themselves and others. Know how to talk about the people who are familiar to them, e.g. family, local community		
Unit 2 Who is special to different people?	Know that the word ‘God’ is special to some people, but not to all people. Know the words ‘Christian,’ ‘Jewish’ and ‘Hindu.’ Know that Jesus is special to Christians. Know that Rama and Sita are special to Hindus. Know that God is special to Jewish people. Know about people who are special to them (e.g. family, friends, community) Know that different people have different special people		
Unit 3 Which stories are special to different people?	Know that the Bible is a special book to Christians. Know that the Qur’an is a special book to Muslims. Know that some stories can help people know how to live their lives. Know why different books and stories are special to different people		
Unit 4 How do different people celebrate special times?	Know that people celebrate special times. Know that Christian people celebrate Easter. Know that Sikh people celebrate Vaisakhi. Know that we can use different types of information to find out about how people celebrate. Know about the different ways in which people celebrate		
Unit 5 What places are special to different people?	Know that some places and things are special to some people. Know that churches / chapels / cathedrals are special places to Christians; mandirs are special places to Hindus; synagogues are special places to Jewish people; mosques are special places to Muslims; gurdwaras are special places to Sikhs. Know that we can use different types of information to find out about special places and things. Know about the similarities and differences between special places and things, including those within the same religious worldview		
Unit 6 If the world is special, how should we treat it?	Know that we can use different types of information to find out about why people think the natural world is special. Know about the similarities and differences between the Christian and Muslim creation stories. Know about different ways in which people can show care and respect for the natural world		
Development Matters			
Communication And Language	Personal Comment Social And Emotional Development	Understanding The World	Expressive Arts And Design
Understand how to listen carefully and why listen listening is important. Learn new vocabulary. Use new vocabulary throughout the day. Ask questions to find out more and to check they understand what has been said to them. Articulate that ideas and thoughts in well-formed sentences. Describe events in some detail. Use talk to help work out problems and organised thinking and activities, and to explain how things work and why they might happen. Listen to and talk about stories to build familiarity and understanding. Richella story, once they have developed deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts.	Think about the perspectives of others.	Talk about members of their immediate family and community. Name and describe people who are familiar to them. Understand that some places are special to members of their community. Recognise that different people have different beliefs and celebrate special times in different ways. Compare and contrast characters from stories, including figures from the past. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Describe what they see, hear and feel whilst outside.	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively sharing ideas, resources and skills. Developed storylines in their pretend play.

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	Year 1
Unit 1 Who is God to Christians and Why Does God Matter?	Know that Christians believe in one God who created the world. Know that the Bible is a key source of authority for Christians. Know that the Bible is a collection of books, written at different times and in response to different situations. Know that different Christians live out their beliefs differently.
Unit 2 Why is it important to say thank you?	Know that Christians say thank you to God during harvest festival. Know that Jewish people believe in one God who created the world and who has a special relationship with them. Know that Jewish people say thank you to God during the festival of Sukkot. Know that context affects the ways in which people say thank you.
Unit 3 Who is Allah to Muslims and why does he matter to them?	Know that Muslims believe in the oneness of Allah [God] who created the world in harmony. Know that the Prophet Muhammad is a key source of authority for Muslims; He lived in the Arabian Peninsula a long time ago. Know that the Qur'an is a key source of authority for Muslims.
Unit 4 Is it possible to speak to God?	Know that communication is the act of giving comment sharing or receiving information. Know that some religious people talk about prayer as a way of communicating with God. Know that some religious people say that prayer is helpful. Know that different people pray in different ways. Know that Muslims pray at the mosque, at home and in other places. Know that the Muslim experience of praying is affected by context [EG age, gender, place]
Unit 5 What is my view of the world?	Know that a worldview is a way of being in and understanding the world. Know that everyone has a worldview, no one stands nowhere. Know that our worldviews are influenced by context. Know that some people share their worldview with others.
Unit 6 Is there a right way to worship?	Know that some people worshipping groups, other people worship on their own. Know that worship can be aimed at God [Allah] or something else. Know that context can affect how people worship on their own or together.

	Year 2
Unit 1 What is a Human being? [Part 1]	Know that the Bible is a key source of authority for Christians. Know that the book of genesis contains a story about why the world exists and what human beings are. Know that many Christians believe that humans are made in the image of God. Know that many Christians believe that humans have a special place and responsibility in the world.
Unit 2 What is a human being? [Part 2]	Know that there are certain characteristics that human being share and ways in which they are different. Know that it is important to read stories to understand more about what people believe. Know that the Prophet Muhammad and the Koran are important sources of authority for Muslims. Know that the Koran contains teachings about why the world exists and what human beings are. Know that Muslims believe that humans were created to submit to God [Allah], to be in harmony with creation and to be Khalifa. Know that Sikhi is a religious worldview that is rooted in a belief in Waheguru [one Eternal guru] Know that the good news, including the guru Granth sahib, are important sources of authority for Sikhs. Know that Sikhs believe that all humans are equal.
Unit 3 Case study one-Christian worldviews	Know that the Bible teaches Christians that all human beings are made in the image of God and that they should treat everyone with dignity and respect. Know that the Good Samaritan is a story told by Jesus to show how to treat other people. Know that Thomas Clarkson was a Christian man from Wisbech who was inspired by his Christian belief to try to end slavery. Know that other Christians are inspired by Christian stories to treat people with dignity and respect.
Unit 4 Case study two-Muslim and Sikh worldviews	Know that being a good leader involves showing particular qualities and characteristics. Know that Shayk Abdul- Hakim Murad [also known as Doctor Timothy Winter] is a teacher at the University of Cambridge and the founder of the Cambridge Muslim College and the Cambridge Central Mosque. Know that Shayk Abdul- Hakim Morad was inspired by his Muslim beliefs to build a Muslim community that was committed to learning, looking after the environment and helping others. Know that Maharaja Duleep Singh was the last Maharaja of the Sikh empire [India] Know that Maharaja Duleep Singh was sent to Britain and became a friend of Queen Victoria; He lived in Thetford for some time.
Unit 5 How do people welcome new person into their	Know that welcoming someone is an important part of helping them belong to a community. Know that religious and non-religious people have ways of welcoming a new baby into the world. Know that people's ways of welcoming a new baby into the world are influenced by their worldview and their context. Know that some Christians welcome new babies into their community through baptism or a dedication ceremony.

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community? [Part 1]	<p>Know that baptism can look different in different contexts.</p> <p>Know that some non-religious people welcome you babies into their community through a naming ceremony.</p> <p>Know that naming ceremonies can look different in different contexts.</p>
Unit 6 How do people welcome a new person into their community? [Part 2]?	<p>Know that religious and non-religious people have ways of welcoming a new person into their community.</p> <p>Know that people's ways of welcoming a new person into their community are influenced by their worldview and their context.</p> <p>Know that some Christians choose to leave their family and community to dedicate their lives to God by becoming a monk [male] or a nun [female].</p> <p>Know that there are special ceremonies that take place when a Christian chooses to become a monk or a nun.</p> <p>Know that some people who are not born into a Muslim family or community choose to become a Muslim.</p> <p>Know that becoming a Muslim involves learning about Allah, the Qur'an and the Prophets.</p> <p>Know that becoming a Muslim involves saying the Shahadah in front of two Muslim witnesses.</p>

	Year 3
Unit 1 What is my duty and how do I know? [Part 1]	<p>Know that Sikhs follow Sikhi and believe in Waheguru [satguru].</p> <p>Know that Sikhs aspire to become Gurmukhi [God centred].</p> <p>Know that the teachings of the gurus, including the Guru Granth Sahib, help Sikhs achieve Gurmukhi.</p> <p>Know that Sikhs can fulfil their duty through treating everyone as equal and performing Sewa.</p> <p>Know that Sikhs can fulfil their duty in a variety of ways; This will be affected by context.</p>
Unit 2 What is my duty and how do I know? [part2]	<p>Know that a Hindu worldview is based on a belief in Brahman, the ultimate reality or life force.</p> <p>Know that the atman [soul] is the bit of Brahman in every living thing that gives it its life.</p> <p>Know that the atman is an ongoing cycle of birth, life, death and reincarnation called Samsara..</p> <p>Know that the goal of the atman is to achieve freedom [moksha] from Samsara.</p> <p>Know that the atman achieves moksha by carrying out actions [karma] that help it fulfil its duty [Dharma]</p> <p>Know that the ways in which a Hindu will fulfil their Dharma will depend on context.</p>
Unit 3 What is a good life? [non-religious worldviews]	<p>Know that a worldview can be both religious and non-religious.</p> <p>Know that one example of a non-religious worldview is Humanism.</p> <p>Know that Humanists base their understanding of right and wrong on reason and compassion.</p> <p>Know that the way in which a humanist understands good will be influenced by their context.</p>
Unit 4 what is a good life? [Christian worldviews]	<p>Know that a worldview can be both religious and non-religious.</p> <p>Know that one example of a religious worldview is Christianity.</p> <p>Know that Christians base that understanding of right and wrong on their beliefs about God, the Bible and the teachings and traditions of the church.</p> <p>Know that the way in which a Christian understands good will be influenced by their context.</p>
Unit 5 do Christians have to believe in God's Trinity? [Part 1]	<p>know that Christians believe in one God.</p> <p>Know that most Christians understand God to be a Trinity.</p> <p>Know that most Christians describe the Trinity as Father, Son and Holy Spirit.</p> <p>Know that we can find out more about Christian beliefs about God from their sources of authority, including the Bible and the Nicene Creed.</p>
Unit 6 Do Christians have to believe in God as Trinity? [part2]	<p>Know that some Christians do not believe that they have to understand God as a Trinity.</p> <p>Know that Quakerism [the Society of friends] is that denomination of Christianity.</p> <p>Know that not all Quakers understand God to be a Trinity.</p>

	Year 4
Unit 1 What is religion? What is spirituality?	<p>Know that everyone has [or occupies] a worldview whether they are religious or not.</p> <p>Know that worldview describes the way in which a person encounters, interprets, understands and engages with the world.</p> <p>Know that worldviews can change over time and are affected by context; They can be organised [EG Christianity, Humanism, Sikhi] or individual.</p> <p>Know that there are different ways in which we can understand the words religion and spirituality.</p>
Unit 2 Are all homes spiritual places?	<p>Know that both religious and non-religious people can be spiritual.</p> <p>Know that spirituality can be expressed in a number of different ways.</p> <p>Know that the way in which a person expresses their spirituality is affected by context.</p>

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Unit 3 Can spirituality make things better? [non-religious worldviews]	Know that being connected to the natural world is important to human physical and mental health. Know that non-religious people can be spiritual. Know that humanism is an example of a non-religious worldview. Know that caring for the natural world is one way in which non-religious people can grow spiritually.
Unit 4 Can spirituality make things better? [religious worldviews]	Know that spirituality involves developing a deeper and richer sense of yourself, others, the world and God [the beyond] Know that religious people can be spiritual. Know that interfaith organisations support religious people to develop their spirituality. Know that interfaith organisations can contribute to making the world a better place.
Unit 5 How do people express their spirituality together? [Part 1]	Know that religious people can be spiritual. Know that many Hindus and Muslims believe it is important to go on pilgrimage. Know that pilgrimage is one way in which Hindus and Muslims can grow spiritually. Know that going on pilgrimage has an impact on the natural world.
Unit 6 How do people express their spirituality together? [Part 2]	Know that many Christians believe it is important to go on pilgrimage. Know that Walsingham is an important site of pilgrimage for Christians. Know that pilgrimage is one way in which Christians can grow spiritually.

	Year 5
Unit 1 Does creativity matter in religious worldviews? [music]	Know that religious worldviews have stories and texts that talk about the origins of the universe; these are often called creation stories. Know that human beings are able to express their beliefs, values, ways of living and thoughts through creativity. Know that some religious people express themselves through music. Know that some religious people feel that music can be a distraction from worshipping God.
Unit 2 Does creativity matter? [Art]	Know that human beings are able to express their beliefs, values, ways of living and thoughts through creativity. Know that some religious people express themselves through art. Know that some religious people feel that God and important people in their worldviews should not be depicted visually.
Unit 3 Do people always put their beliefs into action? [Christian worldviews]	Know that many Christians believe that all people are made in the image of God and so everyone should be treated with dignity and respect. Know that the Bible contains text that refer to equality, justice and injustice, including slavery. Know that being Christian is influenced by context. Know that many global majority heritage [GM H] Christians experience discrimination.
Unit 4 Do people always put their beliefs into action? [Muslim worldviews]	Know that migration is the movement of people around the world; this can take place for different reasons. Know that seeking refuge is when a person looks replace of safety when their home is no longer safe. Know that Muslim sources of authority help Muslims understand justice and injustice. Know that the Ummah is the global community of Muslims. Know that many Muslims, particularly in the global north, experience Islamophobia. Know that context affects Muslim responses to injustice.
Unit 5 Are all people equal? [Part 1]	Know that Waheguru is the internal guru-satguru [the true guru] is another name for Waheguru. Know that Shiki is the path of active learning from the guru. Know that Gurmukhi is achieving union with satguru. Know that Sikh people believe that all people can achieve Gurmukhi because all people are equal. Know that some of the Sikh gurus strongly promoted equality
Unit 6 Are all people equal? [Part 2]	Know that equity means giving people what they need to make things fair and just. Know that everyone has the right to freedom of religion or belief. Know that collective worship that is Christian in nature is a legal requirement in all schools in England and Wales. Know that collective worship is not the same thing as corporate worship. Know that religious and non-religious people can be spiritual.

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	Year 6
Unit 1 Do religious worldviews change over time? [Part 1]	<p>Know that the Protestant Reformation happened across Europe in the 16th century.</p> <p>Know that many people in England were either Protestant or Catholic Christians at that time.</p> <p>Know that the Church of England was founded during this time by King Henry VIII.</p> <p>Know that Anne Askew was a Protestant Christian.</p> <p>Know that many Protestant Christians questioned the teachings and traditions of the Catholic Church.</p> <p>Know that some Protestant Christians were tortured and executed at this time for questioning Catholic teachings, including Anne Askew.</p> <p>Know that it was not easy being female in Tudor society: many women experience sexism.</p>
Unit 2 Do religious worldviews change over time? [Part 2]	<p>Know that there are different denominations of Christian worldviews.</p> <p>Know that the experience of Christian women can be different depending on context.</p> <p>Know that women were first ordained as priests in the Church of England in 1994 and as bishops in 2015.</p> <p>Know that not all Church of England Christians believe that women should be priests or bishops.</p> <p>Know that some Christian women today experience sexism.</p>
Unit 3 Is technology a good thing for religious worldviews? [Part 1]	<p>Know that religious people have used different technology throughout history.</p> <p>Know that the first printed text was produced in China about 868-CE.</p> <p>Know that Johannes Gutenberg was the first person in Europe to develop a printing press in the 1440s.</p> <p>Know that William Tyndale was one of the first people to translate the Bible into English.</p> <p>Know that the printing press is closely linked to the Protestant Reformation in Europe.</p> <p>Know that the use of printing technology by Christians led to both good and bad things.</p>
Unit 4 Is technology a good thing for religious worldviews? [Part 2]	<p>Know that religious people have utilised technology in a range of ways throughout history.</p> <p>Know that technology is used by religious people for travel, communication and helping others.</p> <p>Know that using technology raises some important ethical questions for some religious people.</p>
Unit 5 What is my view of the world?	<p>Know that everyone has [or occupies] a worldview- no one is neutral.</p> <p>Know that worldviews can be religious or non-religious.</p> <p>Know that worldviews can be organised [EG Christianity, humanism, Islam] or individual.</p> <p>Know that worldviews can change over time and be messy and complex.</p> <p>Know that being curious about worldviews can help us live well together, even when we disagree with each other.</p> <p>Know that learning the right sort of questions to ask and the appropriate tools and skills to help us answer those questions can help us understand each other's worldviews better.</p>
Unit 6 Does religion matter?	<p>Know that everyone has [or occupies] a worldview, whether they are religious or not.</p> <p>Know that there are different ways in which we can understand the word religion.</p> <p>Know that religious worldviews are affected by context, including time, place, culture, etc.</p> <p>Know that religious and non-religious worldviews can contribute positively and negatively to the world.</p>