

Year group	Term	Knowledge	Key skills	Key vocabulary
Reception	Autumn 1  What makes us Special ?	<p><i>Baseline</i></p> <p><i>To know that beliefs are things people think are true.</i></p> <p><i>To know that some people have different beliefs about God.</i></p> <p><i>To know that there are groups of people who have similar beliefs.</i></p> <p><i>To know that stories can help us to learn how to behave.</i></p> <p><i>To know that speaking to others can help us to learn.</i></p> <p><i>To know that being part of a community is important to many people.</i></p> <p><i>Listening to and discussing some religious or belief stories.</i></p> <p><i>To know that asking questions can help us look more carefully at something.</i></p> <p><i>To know there are different ways I can find out about others' beliefs.</i></p> <p><i>To know people have different beliefs and this is a good thing.</i></p> <p><i>To know people think different things are important.</i></p> <p><i>To know that it is important not to laugh at or insult others' beliefs.</i></p> <p><i>To know that not everybody thinks the same way or has the same ideas.</i></p>	<p><i>Meeting and talking to people with different beliefs.</i></p> <p><i>Engaging in role play and drama based on simple stories.</i></p> <p><i>Sequencing and retelling events in simple stories.</i></p> <p><i>Noticing similarities and differences between their own and their peers' beliefs</i></p> <p><i>Talking about things which are of value or importance to them and others.</i></p> <p><i>Answering questions about their own beliefs and the people, places and objects they value.</i></p> <p><i>Using full sentences to answer open questions about their own beliefs and the people, places and objects they value</i></p> <p><i>Asking questions about things they see and experience</i></p> <p><i>Talking about their beliefs and listening to others' beliefs.</i></p> <p><i>Saying what is important to them and to others and why</i></p> <p><i>Sharing their thoughts about what they learn.</i></p> <p><i>Talking about their ideas and beliefs.</i></p>	<p><i>different, respect, same, special, beliefs, believe, God, proof, true, care, community, job, kind, lost, treat, shepherd, Christian, Jesus Welcome,</i></p>

<p>Year 1</p>	<p>Autumn 1 How did the world begin?</p>	<p><b>Personal</b> To know: What they and their families think and believe in relation to content be learnt. Where some of their beliefs have come from. It is natural for people to think and behave differently from one another. Their ideas might change over time.</p> <p><b>Substantive</b> To know: Some people believe God exists as a powerful, non-human being. Some religions, followers believe in one supreme being or God who is loving. There are different names for God. Some spoken and written words are important to people. Creation stories provide people with possible answers as to why we are here. Followers often read religious stories.</p> <p><b>Disciplinary</b> To know There are different types of questions (e.g. those with simple factual answers and those with opinions or ideas). Stories, images and objects can help us learn about beliefs. Similarities and differences help us understand worldviews better.</p>	<p><b>Disciplinary</b> Asking questions about things that interest them. Beginning to ask 'big' questions (e.g. Why are we here? What is real?). Listening to stories and discussing what happens in them. Beginning to notice important information (e.g. first-hand accounts and photos). Retelling stories in their own words. Recognising lessons or teachings within stories and relating to their own experiences. Finding religious symbols in stories and other sources. Recognising some religious terminology in sources. Beginning to notice similarities and differences within and between religions and worldviews. Listening to others' ideas and comparing them to their own. Talking about what their answer to a question is based on. Identifying things that are important to people. Noticing differences and using respectful language to discuss them. Talking about their own experiences in relation to their learning. Sharing things that make them wonder and what they think about these things. Talking about what they believe. Respectfully sharing opinions about what is important to them and what is important to others.</p>	<p>belief, believe, Brahman, Christian, Christian Bible, creation, creator, God, Hindu, idea, Jewish, proof, religion, respect, scripture, Torah, worldview</p>
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Curriculum Progression Map - RE 2025-2026

		<p><i>We all notice different things in stories and sources. It is helpful to ask questions about sources. It is important to only use positive language when discussing others' beliefs</i></p>	<p><i>Sharing what they have learnt. Expressing their ideas using symbols, drawings and choosing appropriate words.</i></p> <p><b>Personal</b></p> <p><i>Talking about simple ideas and things that puzzle them about belief in God. Sharing opinions respectfully about what is important to them and what is important to others. Expressing their own ideas and opinions based on personal experience and the beliefs of family members. Using various art forms to express their ideas. Asking their own questions about the world around them.</i></p> <p><i>Talking about simple ideas and things that puzzle them about belief in God. Sharing opinions respectfully about what is important to them and what is important to others. Expressing their own ideas and opinions based on personal experience and the beliefs of family members. Using various art forms to express their ideas. Asking their own questions about the world around them.</i></p>	
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<p>Year 2</p>	<p>Autumn 1 Why do we need to give thanks?</p>	<p><b>Personal</b> To know: Links and comparisons between their own beliefs and those they are learning about. It is important to respond respectfully to different beliefs. Learning new things might change what they think and believe. <b>Disciplinary</b> To know: Stories, texts, images, artefacts and accounts can help us understand different beliefs. There are links between and within religious and non-religious beliefs and practices. We all have different ideas about what stories or sources might teach us. Questioning sources can help us to learn. It is important to use language such as ‘some’, ‘many’ and ‘most’ when discussing the beliefs of followers of a particular worldview. <b>Substantive</b> To know Some people believe God performed miracles in the past. Prayer means communicating with God. There are some festivals which are celebrated by religious and non-religious people. Worship means to honour and adore. Some objects that are special to followers of religious traditions.</p>	<p><b>Personal</b> Asking questions about what puzzles them about religious and non religious stories and texts they have read. Expressing their own ideas and opinions, including considering worldviews studied. Explaining how they have expressed their ideas through art. Asking thoughtful questions relating to their learning. Asking questions about what puzzles them about religious and non religious stories and texts they have read. Expressing their own ideas and opinions, including considering worldviews studied. Explaining how they have expressed their ideas through art. Asking thoughtful questions relating to their learning. Explaining why they feel something is right or wrong and comparing their ideas to others. <b>Disciplinary</b> Asking questions about what other people think and do. Listening to stories and discussing what they mean. Identifying important information from different sources (e.g. first-hand accounts, photos, survey data, video and audio footage). Identifying main characters and events in a story. Suggesting what lessons or teachings they understand from stories. Understanding that some symbols (for example, light) have meaning beyond the literal. Thinking about what people’s actions can represent.</p>	<p>Brahman, church, deity, disciples, express, festival, mandir, murti, prayer, puja, shrine, symbol/symbolise, temple, worship, value</p>
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Curriculum Progression Map - RE 2025-2026

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Curriculum Progression Map - RE 2025-2026

<p>Reception</p>	<p>Autumn 2 What are Special Times ?</p>	<p>To know that beliefs are things people think are true. To know that some people have different beliefs about God. To know that there are groups of people who have similar beliefs. To know how and why some people celebrate special times. To know that speaking to others can help us to learn To know that being part of a community is important to many people Using full sentences to answer open questions about their own beliefs and the people, places and objects they value. To know that asking questions can help us look more carefully at something. To know there are different ways I can find out about others' beliefs. To know people have different beliefs and this is a good thing. To know people think different things are important To know that it is important not to laugh at or insult others' beliefs. To know that not everybody thinks the same way or has the same ideas.</p>	<p>Asking questions about things they see and experience. Listening to and discussing some religious or belief stories. Talking about their beliefs and listening to others' beliefs Meeting and talking to people with different beliefs. Engaging in role play and drama based on simple stories. Sequencing and retelling events in simple stories. Noticing similarities and differences between their own and their peers' beliefs. Talking about things which are of value or importance to them and others. Answering questions about their own beliefs and the people, places and objects they value. Talking about their ideas and beliefs Saying what is important to them and to others and why. Sharing their thoughts about what they learn</p>	<p>Celebrate, celebration, respect, Special, Diwali, diya, Festival, Hindu, rangoli pattern, Christmas, Christian, God, Jesus, Nativity, bauble, decoration</p>
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Curriculum Progression Map - RE 2025-2026

<p>Year 1</p>	<p>Autumn 2</p> <p>What do some people believe God looks like?</p>	<p><b>Personal</b></p> <p>To know:</p> <p>What they and their families think and believe in relation to content be learnt.</p> <p>Where some of their beliefs have come from.</p> <p>It is natural for people to think and behave differently from one another.</p> <p>Their ideas might change over time.</p> <p><b>Substantive</b></p> <p>To know</p> <p>Some people believe God exists as a powerful, non-human being.</p> <p>In some religions, followers believe in one supreme being or God who is loving.</p> <p>People have different ways of understanding God on Earth (incarnation).</p> <p>There are different names for God.</p> <p>There are different ways to refer to and represent God.</p> <p>People have different ideas about the role of God.</p> <p>Some religious people use art, objects and special times to represent and remember incarnation of God (of the presence of God on Earth).</p> <p>Religious stories can help us to understand religious beliefs.</p> <p><b>Disciplinary</b></p> <p>To know</p> <p>Similarities and differences help us understand worldviews better.</p>	<p><b>Disciplinary</b></p> <p>Asking questions about things that interest them.</p> <p>Beginning to ask 'big' questions (e.g. Why are we here? What is real?).</p> <p>Retelling stories in their own words.</p> <p>Recognising lessons or teachings within stories and relating to their own experiences.</p> <p>Finding religious symbols in stories and other sources.</p> <p>Recognising some religious terminology in sources.</p> <p>Listening to others' ideas and comparing them to their own.</p> <p>Talking about what their answer to a question is based on.</p> <p>Identifying things that are important to people.</p> <p>Noticing differences and using respectful language to discuss them.</p> <p>Talking about their own experiences in relation to their learning.</p> <p>Sharing things that make them wonder and what they think about these things.</p> <p>Talking about what they believe.</p> <p>Respectfully sharing opinions about what is important to them and what is important to others.</p> <p><b>Personal</b></p> <p>Talking about simple ideas and things that puzzle them about belief in God.</p> <p>Sharing opinions respectfully about what is important to them and what is important to others.</p>	<p>Allah, belief, believe, Brahman, Christian, Christian Bible, Christmas, creator, God, Hindu, idea, Jesus, Muslim, religion, respect worldview</p>
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Curriculum Progression Map - RE 2025-2026

		<p><i>It is important to only use positive language when discussing others' beliefs.</i></p>	<p><i>Expressing their own ideas and opinions based on personal experience and the beliefs of family members.</i></p> <p><i>Asking their own questions about the world around them.</i></p> <p><i>Talking about simple ideas and things that puzzle them about belief in God.</i></p> <p><i>Sharing opinions respectfully about what is important to them and what is important to others.</i></p> <p><i>Expressing their own ideas and opinions based on personal experience and the beliefs of family members.</i></p>	
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<p>Year 2</p>	<p>Autumn 2</p> <p>What do candles mean to people?</p>	<p><b>Substantive</b></p> <p>To know:</p> <p>Some people believe God performed miracles in the past.</p> <p>Some people believe that God has made a promise between himself and his people.</p> <p>There are some festivals which are celebrated by religious and non-religious people.</p> <p>Festivals usually celebrate a special or miraculous event from the past.</p> <p>Festivals often use light symbolically as part of celebrations.</p> <p>There are some objects that are special to followers of religious traditions.</p> <p>A festival is celebrated by many people and happens regularly.</p> <p>Practices associated with festivals have special meanings.</p> <p>People from the same faith may celebrate a festival differently.</p> <p>Objects, words and actions can represent an idea of belief.</p> <p>Many festivals are often celebrated as a community.</p> <p>Members of the same community may have similar or different ways of life.</p> <p><b>Disciplinary</b></p> <p>To know</p> <p>Some questions do not have a simple answer.</p> <p>Stories, texts, images, artefacts and accounts can help us understand different beliefs.</p> <p>We all have different ideas about what stories or sources might teach us.</p>	<p><b>Disciplinary</b></p> <p>Asking questions about what other people think and do.</p> <p>Asking questions in response to a question.</p> <p>Listening to stories and discussing what they mean.</p> <p>Identifying important information from different sources (e.g. first-hand accounts, photos, survey data, video and audio footage).</p> <p>Identifying main characters and events in a story.</p> <p>Suggesting what lessons or teachings they understand from stories.</p> <p>Understanding that some symbols (for example, light) have meaning beyond the literal.</p> <p>Thinking about what people's actions can represent.</p> <p>Identifying similarities and differences within and between religions and worldviews.</p> <p>Commenting respectfully on things that they notice that may be surprising or different.</p> <p>Beginning to talk about why things are sometimes similar and sometimes different.</p> <p>Explaining why some objects, places, practices and stories are important to people.</p> <p>Explaining how beliefs may influence behaviour and decisions.</p> <p>Recognising links with prior learning when encountering new content.</p> <p>Discussing how their learning can help them to answer some bigger questions.</p> <p>Using concrete examples to express abstract concepts and ideas (e.g. what love is).</p>	<p>Diwali, festival, Hanukkah, prayer, sacred, symbol, temple</p>
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Curriculum Progression Map - RE 2025-2026

Questioning sources can help us to learn. It is important to use language such as 'some', 'many' and 'most' when discussing the beliefs of followers of a particular worldview.

**Personal**

To know:

Links and comparisons between their own beliefs and those they are learning about.

Why some things might surprise or make them feel uncomfortable.

It is important to respond respectfully to different beliefs.

Learning new things might change what they think and believe.

Responding sensitively to people whose experiences are different to theirs.

Discussing what they have learnt, giving examples.

Using spoken and written words, symbols and drawings to express their ideas.

**Personal**

Asking questions about what puzzles them about religious and non religious stories and texts they have read.

Understanding that others may have different ideas from their own and responding respectfully.

Expressing their own ideas and opinions, including considering worldviews studied.

Explaining how they have expressed their ideas through art.

Asking thoughtful questions relating to their learning.

Asking questions about what puzzles them about religious and non religious stories and texts they have read.

Understanding that others may have different ideas from their own and responding respectfully.

Expressing their own ideas and opinions, including considering worldviews studied.

Explaining how they have expressed their ideas through art.

Asking thoughtful questions relating to their learning.



Curriculum Progression Map - RE 2025-2026

<p>Reception</p>	<p>Spring 1 Why are some places special ?</p>	<p>To know that beliefs are things people think are true. To know that some people have different beliefs about God. To know that there are groups of people who have similar beliefs To know that speaking to others can help us to learn. To know that some places are special to different people for different reasons. To know that there are people in the community who help others to explore their beliefs and guide them.  To know that asking questions can help us look more carefully at something. To know there are different ways I can find out about others' beliefs. To know people have different beliefs and this is a good thing. To know people think different things are important. To know that it is important not to laugh at or insult others' beliefs. Talking about their ideas and beliefs To know that not everybody thinks the same way or has the same ideas.</p>	<p>Asking questions about things they see and experience. Listening to and discussing some religious or belief stories. Talking about their beliefs and listening to others' beliefs. Exploring special places in the community Meeting and talking to people with different beliefs. Engaging in role play and drama based on simple stories. Sequencing and retelling events in simple stories. Noticing similarities and differences between their own and their peers' beliefs. Talking about things which are of value or importance to them and others. Answering questions about their own beliefs and the people, places and objects they value. Using full sentences to answer open questions about their own beliefs and the people, places and objects they value Saying what is important to them and to others and why. Sharing their thoughts about what they learn.</p>	<p>Place, respect, special, community, Christian, Bible, Christian, church, prayer, minbar, mosque, Muslim, prayer mat, Qur'an stand</p>
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Curriculum Progression Map - RE 2025-2026

<p>Year 1</p>	<p>Spring 1 What is God's job?</p>	<p><b>Disciplinary</b> To know To know stories, images and objects can help us learn about beliefs. To know similarities and differences help us understand worldviews better. To know we all notice different things in stories and sources. To know it is helpful to ask questions about sources. To know that it is important to only use positive language when discussing others' beliefs. <b>Personal</b> To know What they and their families think and believe in relation to content be learnt. Where some of their beliefs have come from. It is natural for people to think and behave differently from one another. Their ideas might change over time.</p>	<p><b>Disciplinary</b> Asking questions about things that interest them. Beginning to ask 'big' questions (e.g. Why are we here? What is real?). Listening to stories and discussing what happens in them. Exploring simple scripture quotes and considering how they might help people. Beginning to notice important information (e.g. first-hand accounts and photos). Retelling stories in their own words. Recognising lessons or teachings within stories and relating to their own experiences. Finding religious symbols in stories and other sources. Recognising some religious terminology in sources. Beginning to notice similarities and differences within and between religions and worldviews. Listening to others' ideas and comparing them to their own. Talking about what their answer to a question is based on. Identifying things that are important to people. Noticing differences and using respectful language to discuss them. Talking about their own experiences in relation to their learning. Sharing things that make them wonder and what they think about these things. Talking about what they believe.</p>	<p>Allah, belief, Brahman, Christian, Christian Bible, creator, God, Hindu, Jewish, miracle, Muslim, Qur'an, scripture, Tenak, Trimurti, Zoroastrian</p>
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Curriculum Progression Map - RE 2025-2026

			<p><i>Respectfully sharing opinions about what is important to them and what is important to others.</i></p> <p><i>Sharing what they have learnt.</i></p> <p><i>Expressing their ideas using symbols, drawings and choosing appropriate words.</i></p> <p><b>Personal</b></p> <p><i>Talking about simple ideas and things that puzzle them about belief in God.</i></p> <p><i>Using art to show their ideas about identity and belonging.</i></p> <p><i>Sharing opinions respectfully about what is important to them and what is important to others.</i></p> <p><i>Expressing their own ideas and opinions based on personal experience and the beliefs of family members.</i></p> <p><i>Using various art forms to express their ideas.</i></p>	
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<p>Year 2</p>	<p>Spring 1</p> <p>How do we know that some people feel a special connection to God?</p>	<p><b>Substantive</b></p> <p>To know:</p> <p>Some people believe God performed miracles in the past.</p> <p>Some people believe there are people who are chosen for a special purpose by God.</p> <p>Religious stories can help us to understand religious beliefs.</p> <p>We all have different ideas about what stories or sources might teach us.</p> <p>Questioning sources can help us to learn.</p> <p>It is important to use language such as 'some', 'many' and 'most' when discussing the key beliefs of followers of a particular worldview.</p> <p><b>Disciplinary</b></p> <p>To know</p> <p>Some questions do not have a simple answer.</p> <p>Stories, texts, images, artefacts and accounts can help us understand different beliefs.</p> <p>Some people believe there are people who are chosen for a special purpose by God.</p> <p>Religious stories can help us to understand religious beliefs.</p> <p>We all have different ideas about what stories or sources might teach us.</p> <p>Questioning sources can help us to learn.</p> <p>It is important to use language such as 'some', 'many' and 'most' when discussing the key beliefs of followers of a particular worldview.</p> <p><b>Personal</b></p> <p>To know:</p>	<p><b>Disciplinary</b></p> <p>Asking questions about what other people think and do.</p> <p>Asking questions in response to a question.</p> <p>Listening to stories and discussing what they mean.</p> <p>Identifying important information from different sources (e.g. first-hand accounts, photos, survey data, video and audio footage).</p> <p>Identifying main characters and events in a story.</p> <p>Suggesting what lessons or teachings they understand from stories.</p> <p>Understanding that some symbols (for example, light) have meaning beyond the literal.</p> <p>Thinking about what people's actions can represent.</p> <p>Identifying similarities and differences within and between religions and worldviews.</p> <p>Commenting respectfully on things that they notice that may be surprising or different.</p> <p>Beginning to talk about why things are sometimes similar and sometimes different.</p> <p>Explaining why some objects, places, practices and stories are important to people.</p> <p>Explaining how beliefs may influence behaviour and decisions.</p> <p>Recognising links with prior learning when encountering new content.</p> <p>Discussing how their learning can help them to answer some bigger questions.</p> <p>Responding sensitively to people whose experiences are different to theirs.</p>	<p>avatar, chosen, deity, Guru</p> <p>Old Testament prophet</p>
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Curriculum Progression Map - RE 2025-2026

		<p><i>Links and comparisons between their own beliefs and those they are learning about.</i></p> <p><i>It is important to respond respectfully to different beliefs.</i></p> <p><i>Learning new things might change what they think and believe.</i></p>	<p><i>Discussing what they have learnt, giving examples.</i></p> <p><i>Using spoken and written words, symbols and drawings to express their ideas.</i></p> <p><b>Personal</b></p> <p><i>Understanding that others may have different ideas from their own and responding respectfully.</i></p> <p><i>Expressing their own ideas and opinions, including considering worldviews studied.</i></p> <p><i>Explaining how they have expressed their ideas through art.</i></p> <p><i>Asking thoughtful questions relating to their learning.</i></p> <p><i>Asking questions about what puzzles them about religious and non religious stories and texts they have read.</i></p> <p><i>Understanding that others may have different ideas from their own and responding respectfully.</i></p> <p><i>Expressing their own ideas and opinions, including considering worldviews studied.</i></p> <p><i>Asking thoughtful questions relating to their learning.</i></p>	
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<p>Reception</p>	<p>Spring 2 What makes the world special?</p>	<p>To know that there are groups of people who have similar beliefs</p> <p>To know that speaking to others can help us to learn. To know that some places are special to different people for different reasons.</p> <p>To know how and why some people celebrate special times.</p> <p>To know that stories can help us to learn how to behave.</p> <p>To know that some stories are special to different people for different reasons.</p> <p>To know that speaking to others can help us to learn.</p> <p>To know that asking questions can help us look more carefully at something.</p> <p>To know there are different ways I can find out about others' beliefs.</p> <p>To know people have different beliefs and this is a good thing.</p> <p>To know people think different things are important.</p> <p>To know that it is important not to laugh at or insult others' beliefs.</p> <p>Talking about their ideas and beliefs</p> <p>To know that not everybody thinks the same way or has the same ideas.</p>	<p>Asking questions about things they see and experience.</p> <p>Listening to and discussing some religious or belief stories. Talking about their beliefs and listening to others' beliefs.</p> <p>Meeting and talking to people with different beliefs.</p> <p>Engaging in role play and drama based on simple stories.</p> <p>Sequencing and retelling events in simple stories.</p> <p>Noticing similarities and differences between their own and their peers' beliefs.</p> <p>Talking about things which are of value or importance to them and others.</p> <p>Answering questions about their own beliefs and the people, places and objects they value.</p> <p>Using full sentences to answer open questions about their own beliefs and the people, places and objects they value.</p> <p>Saying what is important to them and to others and why.</p> <p>Sharing their thoughts about what they learn.</p>	<p>Nature, respect, World, belief, believe, Christian, create, creation, creator, Jewish, care, habitat, Muslim, angel, cross Easter, tomb</p>
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<p>Year 1</p>	<p>Spring 2</p> <p>Why should we care for the world?</p>	<p><b>Substantive</b></p> <p>To know:</p> <p>Some people believe that humans have a special relationship with God.</p> <p>Creation stories provide people with possible answers as to why we are here.</p> <p>Followers often read religious stories.</p> <p>Some religious and non religious stories may guide people to care for animals and the planet.</p> <p>Religious teachings often encourage gratitude for what God created (eg. others and the planet) and a responsibility to look after it.</p> <p>The way people treat animals and nature reflects their worldview.</p> <p>People with similar worldviews often work together to care for the world and for others.</p> <p><b>Disciplinary</b></p> <p>To know:</p> <p>Stories, images and objects can help us learn about beliefs.</p> <p>Diversity is often evident in sources (e.g. different ways of welcoming babies).</p> <p>Similarities and differences help us understand worldviews better.</p> <p>We all notice different things in stories and sources.</p> <p>It is helpful to ask questions about sources.</p> <p>It is important to only use positive language when discussing others' beliefs.</p> <p><b>Personal</b></p> <p>To know:</p>	<p><b>Disciplinary</b></p> <p>Asking questions about things that interest them.</p> <p>Beginning to ask 'big' questions (e.g. Why are we here? What is real?).</p> <p>Listening to stories and discussing what happens in them.</p> <p>Beginning to notice important information (e.g. first-hand accounts and photos).</p> <p>Retelling stories in their own words.</p> <p>Recognising lessons or teachings within stories and relating to their own experiences.</p> <p>Finding religious symbols in stories and other sources.</p> <p>Recognising some religious terminology in sources.</p> <p>Thinking about the meaning of what people do.</p> <p>Beginning to notice similarities and differences within and between religions and worldviews.</p> <p>Making links between religious and non-religious beliefs and practices.</p> <p>Listening to others' ideas and comparing them to their own.</p> <p>Talking about what their answer to a question is based on.</p> <p>Identifying things that are important to people.</p> <p>Noticing differences and using respectful language to discuss them.</p> <p>Talking about how beliefs can inspire people to do things.</p> <p>Talking about their own experiences in relation to their learning.</p>	<p>Belief, Brahman, Christian, Christian Bible, creation, creator, God, Hindu, Humanist, important, Jewish, Muhammad, quote, religion, responsibility, scripture, Torah, worldview</p>
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Curriculum Progression Map - RE 2025-2026

		<p><i>What they and their families think and believe in relation to content be learnt.</i></p> <p><i>Where some of their beliefs have come from.</i></p> <p><i>It is natural for people to think and behave differently from one another.</i></p> <p><i>Their ideas might change over time.</i></p>	<p><i>Sharing things that make them wonder and what they think about these things.</i></p> <p><i>Talking about what they believe.</i></p> <p><i>Respectfully sharing opinions about what is important to them and what is important to others.</i></p> <p><i>Sharing what they have learnt.</i></p> <p><i>Expressing their ideas using symbols, drawings and choosing appropriate words.</i></p> <p><b>Personal</b></p> <p><i>Sharing opinions respectfully about what is important to them and what is important to others.</i></p> <p><i>Expressing their own ideas and opinions based on personal experience and the beliefs of family members.</i></p> <p><i>Using various art forms to express their ideas.</i></p> <p><i>Asking their own questions about the world around them.</i></p> <p><i>Sharing opinions respectfully about what is important to them and what is important to others.</i></p> <p><i>Expressing their own ideas and opinions based on personal experience and the beliefs of family members.</i></p> <p><i>Using various art forms to express their ideas.</i></p> <p><i>Asking their own questions about the world around them.</i></p>	
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<p>Year 2</p>	<p>Spring 2 What is a Prophet?</p>	<p><b>Substantive</b> To know: Some people believe there are people who are chosen for a special purpose by God. A prophet is someone who talks about God's plan or will. Some people believe that God has made a promise between himself and his people. Some people talk to God in different ways and for different reasons. Books and stories can have different meanings to different people. Religious stories can help us to understand religious beliefs. Stories from long ago can be applied to modern life. Wisdom means knowledge that comes from experience. Guidance means advice, information or rules given by someone in authority. Prophets and gurus are considered to share God's wisdom and guidance, having had it revealed to them by God. Commenting respectfully on things that they notice that may be surprising or different. Beginning to talk about why things are sometimes similar and sometimes different. Explaining how beliefs may influence behaviour and decisions. Recognising links with prior learning when encountering new content. Discussing how their learning can help them to answer some bigger questions. Responding sensitively to people whose experiences are different to theirs.</p>	<p><b>Disciplinary</b> Asking questions about what other people think and do. Asking questions in response to a question. Listening to stories and discussing what they mean. Examining simple scripture quotes and interpreting what they mean. Identifying important information from different sources (e.g. first-hand accounts, photos, survey data, video and audio footage). Identifying main characters and events in a story. Suggesting what lessons or teachings they understand from stories. Understanding that some symbols (for example, light) have meaning beyond the literal. Recognising and understanding some religious phrasing (e.g. 'peace be upon him' and 'Amen'). Thinking about what people's actions can represent. Identifying similarities and differences within and between religions and worldviews. <b>Personal</b> Asking questions about what puzzles them about religious and non-religious stories and texts they have read. Understanding that others may have different ideas from their own and responding respectfully. Expressing their own ideas and opinions, including considering worldviews studied. Asking thoughtful questions relating to their learning.</p>	<p>Guru, messenger, Prophet, Qur'an value, wisdom</p>
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Curriculum Progression Map - RE 2025-2026

	<p><i>Discussing what they have learnt, giving examples. Using spoken and written words, symbols and drawings to express their ideas.</i></p> <p><b>Disciplinary</b></p> <p><i>To know</i></p> <p><i>Some questions do not have a simple answer. Stories, texts, images, artefacts and accounts can help us understand different beliefs. We all have different ideas about what stories or sources might teach us. Questioning sources can help us to learn. It is important to use language such as 'some', 'many' and 'most' when discussing the beliefs of followers of a particular worldview.</i></p> <p><b>Personal</b></p> <p><i>To know</i></p> <p><i>The links and comparisons between their own beliefs and those they are learning about. Why some things might surprise or make them feel uncomfortable. It is important to respond respectfully to different beliefs. Learning new things might change what they think and believe.</i></p>	<p><i>Asking questions about what puzzles them about religious and non-religious stories and texts they have read.</i></p> <p><i>Understanding that others may have different ideas from their own and responding respectfully.</i></p> <p><i>Expressing their own ideas and opinions, including considering worldviews studied.</i></p> <p><i>Asking thoughtful questions relating to their learning.</i></p>	
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<p>Reception</p>	<p>Summer 1</p> <p>Why are some things special ?</p>	<p>To know that beliefs are things people think are true.</p> <p>To know that some people have different beliefs about God.</p> <p>To know that there are groups of people who have similar beliefs.</p> <p>To know that some objects are special to different people for different reasons.</p> <p>To know that special objects should be treated carefully.</p> <p>To know that speaking to others can help us to learn.</p> <p>To know that asking questions can help us look more carefully at something.</p> <p>To know there are different ways I can find out about others' beliefs.</p> <p>To know people have different beliefs and this is a good thing.</p> <p>To know people think different things are important.</p> <p>To know that it is important not to laugh at or insult others' beliefs.</p> <p>Talking about their ideas and beliefs</p> <p>To know that not everybody thinks the same way or has the same ideas.</p>	<p>Asking questions about things they see and experience.</p> <p>Listening to and discussing some religious or belief stories. Talking about their beliefs and listening to others' beliefs. Talking about objects that are special to them and listening to others talk about their special objects</p> <p>Meeting and talking to people with different beliefs.</p> <p>Engaging in role play and drama based on simple stories.</p> <p>Sequencing and retelling events in simple stories.</p> <p>Noticing similarities and differences between their own and their peers' beliefs.</p> <p>Talking about things which are of value or importance to them and others.</p> <p>Answering questions about their own beliefs and the people, places and objects they value.</p> <p>Using full sentences to answer open questions about their own beliefs and the people, places and objects they value.</p> <p>Saying what is important to them and to others and why.</p> <p>Sharing their thoughts about what they learn.</p>	<p>Respect, special, treat, Christian, Hindu, Muslim, prayer beads, Prayer, symbol, Christian Bible, Qur'an, Advent candle, candle, celebrate, Christmas, Diwali, diya, festival, hanukiah, Hanuakkah</p>
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<p>Year 1</p>	<p>Summer 1</p> <p>How do we know that new babies are special?</p>	<p><b>Substantive</b></p> <p>To know:</p> <p>Some people believe that humans have a special relationship with God.</p> <p>Many people have special ceremonies when babies are born.</p> <p>Some spoken and written words are important to people.</p> <p>Some religious and non-religious people carry out ceremonies when babies are born to welcome them into their community.</p> <p>Religious baby welcoming ceremonies often include symbols and actions to show the baby's relationship with God.</p> <p><b>Disciplinary</b></p> <p>To know</p> <p>Stories, images and objects can help us learn about beliefs.</p> <p>Diversity is often evident in sources (e.g. different ways of welcoming babies).</p> <p>Similarities and differences help us understand worldviews better.</p> <p>We all notice different things in stories and sources.</p> <p>It is helpful to ask questions about sources.</p> <p>It is important to only use positive language when discussing others' beliefs.</p>	<p><b>Disciplinary</b></p> <p>Asking questions about things that interest them.</p> <p>Beginning to ask 'big' questions (e.g. Why are we here? What is real?).</p> <p>Beginning to notice important information (e.g. first-hand accounts and photos).</p> <p>Finding religious symbols in stories and other sources.</p> <p>Recognising some religious terminology in sources.</p> <p>Thinking about the meaning of what people do.</p> <p>Beginning to notice similarities and differences within and between religions and worldviews.</p> <p>Making links between religious and non-religious beliefs and practices.</p> <p>Listening to others' ideas and comparing them to their own.</p> <p>Talking about what their answer to a question is based on.</p> <p>Identifying things that are important to people.</p> <p>Noticing differences and using respectful language to discuss them.</p> <p>Talking about their own experiences in relation to their learning.</p> <p>Sharing things that make them wonder and what they think about these things.</p> <p>Talking about what they believe.</p>	<p>Allah, belief, believe, blessing, Brahman, ceremony, Christian, community, creation, God, Hindu, Humanist, Jewish, Muslim, religion, Sikh, Trimurti, worldview</p>
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Curriculum Progression Map - RE 2025-2026

		<p><b>Personal</b>  <i>To know:</i>  <i>What they and their families think and believe in relation to content be learnt.</i>  <i>Where some of their beliefs have come from.</i>  <i>It is natural for people to think and behave differently from one another.</i>  <i>That their ideas might change over time.</i></p>	<p><i>Respectfully sharing opinions about what is important to them and what is important to others.</i>  <i>Sharing what they have learnt.</i>  <i>Expressing their ideas using symbols, drawings and choosing appropriate words.</i></p> <p><b>Personal</b>  <i>Sharing opinions respectfully about what is important to them and what is important to others.</i>  <i>Expressing their own ideas and opinions based on personal experience and the beliefs of family members.</i>  <i>Sharing opinions respectfully about what is important to them and what is important to others.</i>  <i>Expressing their own ideas and opinions based on personal experience and the beliefs of family members.</i></p>	
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<p>Year 2</p>	<p>Summer 1</p> <p>How do some people talk to God?</p>	<p><b>Substantive</b></p> <p>To know:</p> <p>Prayer means communicating with God.</p> <p>There are some objects that are special to followers of religious traditions.</p> <p>One reason religious followers worship is to show gratitude, say 'thank you', to God.</p> <p>People pray in different ways in different places.</p> <p>Objects, words and actions can represent an idea of belief.</p> <p>When some people talk to God they might use their body to show respect.</p> <p>Some people talk to God in different ways and for different reasons.</p> <p>Books and stories can have different meaning to different people.</p> <p>Values are what people see as important in life.</p> <p>Religions have forms of guidance or rules (commandments) and believers will follow these in different ways.</p> <p>Members of the same community may have similar or different ways of life.</p> <p>Within a community people have different values, ideas and beliefs.</p> <p><b>Disciplinary</b></p> <p>To know</p> <p>Some questions do not have a simple answer.</p> <p>Stories, texts, images, artefacts and accounts can help us understand different beliefs.</p> <p>We all have different ideas about what stories or sources might teach us.</p> <p>Questioning sources can help us to learn.</p>	<p><b>Disciplinary</b></p> <p>Asking questions about what other people think and do.</p> <p>Asking questions in response to a question.</p> <p>Examining simple scripture quotes and interpreting what they mean.</p> <p>Identifying important information from different sources (e.g. first-hand accounts, photos, survey data, video and audio footage).</p> <p>Understanding that some symbols (for example, light) have meaning beyond the literal.</p> <p>Thinking about what people's actions can represent.</p> <p>Identifying similarities and differences within and between religions and worldviews.</p> <p>Commenting respectfully on things that they notice that may be surprising or different.</p> <p>Beginning to talk about why things are sometimes similar and sometimes different.</p> <p>Making links to sources when explaining their ideas.</p> <p>Explaining why some objects, places, practices and stories are important to people.</p> <p>Explaining how beliefs may influence behaviour and decisions.</p> <p>Recognising links with prior learning when encountering new content.</p> <p>Discussing how their learning can help them to answer some bigger questions.</p> <p>Responding sensitively to people whose experiences are different to theirs.</p>	<p>avatar, deity, mandar, mosque, murti, prayer, puja, Qur'an, shrine, synagogue value</p>
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Curriculum Progression Map - RE 2025-2026

		<p>It is important to use language such as 'some', 'many' and 'most' when discussing the beliefs of followers of a particular worldview.</p> <p><b>Personal</b></p> <p>To know:</p> <p>The links and comparisons between their own beliefs and those they are learning about.</p> <p>Why some things might surprise or make them feel uncomfortable.</p> <p>It is important to respond respectfully to different beliefs.</p> <p>Learning new things might change what they think and believe.</p>	<p>Discussing what they have learnt, giving examples.</p> <p>Using spoken and written words, symbols and drawings to express their ideas.</p> <p><b>Personal</b></p> <p>Understanding that others may have different ideas from their own and responding respectfully.</p> <p>Expressing their own ideas and opinions, including considering worldviews studied.</p> <p>Asking thoughtful questions relating to their learning.</p> <p>Understanding that others may have different ideas from their own and responding respectfully.</p> <p>Expressing their own ideas and opinions, including considering worldviews studied.</p> <p>Asking thoughtful questions relating to their learning.</p>	
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Reception	Summer 2	<p>To know that beliefs are things people think are true.</p> <p>Why are some stories special?</p> <p>To know that some people have different beliefs about God.</p> <p>To know that there are groups of people who have similar beliefs.</p> <p>To know that special objects should be treated carefully.</p> <p>To know that stories can help us to learn how to behave.</p> <p>To know that some stories are special to different people for different reasons.</p> <p>To know that speaking to others can help us to learn.</p>	<p>Asking questions about things they see and experience.</p> <p>Listening to and discussing some religious or belief stories.</p> <p>Talking about their beliefs and listening to others' beliefs.</p> <p>Meeting and talking to people with different beliefs.</p> <p>Engaging in role play and drama based on simple stories.</p> <p>Sequencing and retelling events in simple stories.</p> <p>Noticing similarities and differences between their own and their peers' beliefs.</p>	<p>Care, Christian, Christian Bible, God, Muslim, respect, Qur'an, character, favourite, choice, Jesus, plant, seeds, soil, special, foolish, Wise, Hindu, mango</p>
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Curriculum Progression Map - RE 2025-2026

		<p><i>Using full sentences to answer open questions about their own beliefs and the people, places and objects they value.</i></p> <p><i>To know that asking questions can help us look more carefully at something.</i></p> <p><i>To know there are different ways I can find out about others' beliefs.</i></p> <p><i>To know people have different beliefs and this is a good thing.</i></p> <p><i>To know people think different things are important. To know that it is important not to laugh at or insult others' beliefs.</i></p> <p><i>Talking about their ideas and beliefs</i></p> <p><i>To know that not everybody thinks the same way or has the same ideas.</i></p>	<p><i>Talking about things which are of value or importance to them and others.</i></p> <p><i>Answering questions about their own beliefs and the people, places and objects they value.</i></p> <p><i>Saying what is important to them and to others and why.</i></p> <p><i>Sharing their thoughts about what they learn.</i></p>	
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<p>Year 1</p>	<p>Summer 2</p> <p>Why should we care for others?</p>	<p><b>Substantive</b></p> <p>To know:</p> <p>Some people believe that humans have a special relationship with God.</p> <p>Many people give money, time or donations to charity as a way of showing that caring for others is important.</p> <p>Followers often read religious stories.</p> <p>Some stories may guide people to care for others.</p> <p>Religious (and non-religious) groups often provide support and care to their local and worldwide communities.</p> <p>People with similar worldviews often work together to care for the world and for others.</p> <p><b>Disciplinary</b></p> <p>To know:</p> <p>Stories, images and objects can help us learn about beliefs.</p> <p>Diversity is often evident in sources (e.g. different ways of welcoming babies).</p> <p>Similarities and differences help us understand worldviews better.</p> <p>We all notice different things in stories and sources.</p> <p>It is helpful to ask questions about sources.</p> <p>It is important to only use positive language when discussing others' beliefs.</p> <p><b>Personal</b></p> <p>To know:</p> <p>What they and their families think and believe in relation to content be learnt.</p>	<p><b>Disciplinary</b></p> <p>Asking questions about things that interest them.</p> <p>Beginning to ask 'big' questions (e.g. Why are we here? What is real?).</p> <p>Listening to stories and discussing what happens in them.</p> <p>Exploring simple scripture quotes and considering how they might help people.</p> <p>Beginning to notice important information (e.g. first-hand accounts and photos).</p> <p>Retelling stories in their own words.</p> <p>Recognising lessons or teachings within stories and relating to their own experiences.</p> <p>Finding religious symbols in stories and other sources.</p> <p>Recognising some religious terminology in sources.</p> <p>Thinking about the meaning of what people do.</p> <p>Beginning to notice similarities and differences within and between religions and worldviews.</p> <p>Making links between religious and non-religious beliefs and practices.</p> <p>Listening to others' ideas and comparing them to their own.</p> <p>Talking about what their answer to a question is based on.</p> <p>Identifying things that are important to people.</p> <p>Noticing differences and using respectful language to discuss them.</p> <p>Talking about how beliefs can inspire people to do things.</p> <p>Talking about their own experiences in relation to their learning.</p> <p>Sharing things that make them wonder and what they think about these things.</p>	<p>Allah, Christian, creation, God, Humanist, Jesus, Jewish, miracle, Muslim, religion, responsibility, scripture, Sikh, Waheguru</p>
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		<p>Where some of their beliefs have come from· It is natural for people to think and behave differently from one another· Their ideas might change over time·</p>	<p>Talking about what they believe· Respectfully sharing opinions about what is important to them and what is important to others· Sharing what they have learnt· Expressing their ideas using symbols, drawings and choosing appropriate words· <b>Personal</b> Sharing opinions respectfully about what is important to them and what is important to others· Expressing their own ideas and opinions based on personal experience and the beliefs of family members· Sharing opinions respectfully about what is important to them and what is important to others· Expressing their own ideas and opinions based on personal experience and the beliefs of family members·</p>	
Year 2	Summer 2 Where do some people talk to God?	<p><b>Substantive</b> To know: Prayer means communicating with God· There are some objects that are special to followers of religious traditions· People pray in different ways in different places· Objects, words and actions can represent an idea of belief· Some people talk to God in different ways and for different reasons·</p>	<p><b>Disciplinary</b> Asking questions about what other people think and do· Asking questions in response to a question· Examining simple scripture quotes and interpreting what they mean· Identifying important information from different sources (e.g. first-hand accounts, photos, survey data, video and audio footage)· Understanding that some symbols (for example, light) have meaning beyond the literal·</p>	<p>Alevi, church, gurdwara Guru Granth, Sahib Mosque, place of worship ritual, sacred synagogue, worship</p>

	<p>Values are what people see as important in life. Some people find praying or worshiping as part of a community helpful. Members of the same community may have similar or different ways of life. Many religious groups have special buildings which may have features linked to beliefs and practices. Within a community people have different values, ideas and beliefs.</p> <p><b>Disciplinary</b> To know Some questions do not have a simple answer. Stories, texts, images, artefacts and accounts can help us understand different beliefs. We all have different ideas about what stories or sources might teach us. Questioning sources can help us to learn. It is important to use language such as ‘some’, ‘many’ and ‘most’ when discussing the beliefs of followers of a particular worldview.</p> <p><b>Personal</b> To know: It is important to respond respectfully to different beliefs. Learning new things might change what they think and believe.</p>	<p>Thinking about what people’s actions can represent. Identifying similarities and differences within and between religions and worldviews. Commenting respectfully on things that they notice that may be surprising or different. Beginning to talk about why things are sometimes similar and sometimes different. Making links to sources when explaining their ideas. Explaining why some objects, places, practices and stories are important to people. Explaining how beliefs may influence behaviour and decisions. Recognising links with prior learning when encountering new content. Discussing how their learning can help them to answer some bigger questions. Responding sensitively to people whose experiences are different to theirs. Discussing what they have learnt, giving examples. Using spoken and written words, symbols and drawings to express their ideas.</p> <p><b>Personal</b> Expressing creatively their own ideas about the questions: Who am I? Where do I belong? Understanding that others may have different ideas from their own and responding respectfully. Expressing their own ideas and opinions, including considering worldviews studied. Explaining how they have expressed their ideas through art. Asking thoughtful questions relating to their learning.</p>	
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Curriculum Progression Map - RE 2025-2026

			<p><i>Expressing creatively their own ideas about the questions: Who am I? Where do I belong?</i></p> <p><i>Understanding that others may have different ideas from their own and responding respectfully.</i></p> <p><i>Expressing their own ideas and opinions, including considering worldviews studied.</i></p> <p><i>Explaining how they have expressed their ideas through art.</i></p> <p><i>Asking thoughtful questions relating to their learning.</i></p>	
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