



Religious Education Progression of Knowledge, Understanding and Skills

Our Intent

Our Religious Education curriculum enables every pupil to learn about different religions around the world and consider their own spiritual identity. It provides pupils with the opportunity to explore searching questions that are of profound importance to human experience, to engage with meaning-making and to reflect on their deepest experiences. It also encourages children to listen to those who hold a range of different perspectives, faiths and beliefs that relate to life, the world, and the invisible that lies beyond their reach. The curriculum prepares pupils to play an important role in our complex and diverse society in the future.

We will teach pupils substantive knowledge.	Pupils will learn about and understand a range of religions and worldviews, whilst exploring their traditions, values and practices. They will be equipped with the knowledge to answer key questions referring to believing, behaving and belonging within those different religions and faiths.
We will provide pupils with opportunities to work as reflective thinkers.	Pupils will develop a range of skills to explore searching questions of profound importance whilst reflecting on their own personal spiritual identity. They will gain insight and understanding into the place of religion within the world and engage with the diversity of faith and belief. Pupils will be given the opportunity to gain an understanding of ethical principles and moral issues whilst developing the maturity to disagree with dignity and humility.
We focus on effective teaching of vocabulary linked to religion and world views.	Pupils will develop their spoken language which can be used to enquire about and answer key questions regarding religion and worldviews. They will learn to express ideas and insights about the nature, significance and impact of religions and worldviews and use specific vocabulary to challenge sources and ideas respectfully and articulately.



RE believing, behaving and belonging units

	Believing		Behaving		Belonging	
Key questions for all years	- How do religion and worldviews understand and develop beliefs and teachings within their traditions? - How do people tackle the big questions of life?		- How do people keep in touch with their faith and/or worldview? - What is the best possible use of life?		- How do people communicate their beliefs and values to others? - What do religions and worldviews say about human nature?	
EYFS	What makes people Special?	What can we learn from special stories?	What times are special to us?	How should we look after our world?	What makes a place special?	What things are special to us?
Year 1	What do Christians believe about God?	What can we learn from Creation stories?	What is Islam?	Why is prayer important for many people?	What does it mean to be a member of the Jewish community?	What role do festivals and holy days play in the life of faith?
Year 2	What is Buddhism?	What is the place of the church in Christianity?	How can Humanism help us to care for one another?	How do we mark stages in the human journey?	What does it mean to be a Hindu?	What does it mean to be a Sikh?
Year 3	What is the significance of Easter within Christianity?	How do Sacred scriptures inform religious beliefs?	Why is pilgrimage important for some religious traditions?	What does Sikhism teach us about selfless service?	What can we learn from different religious symbols?	Why are festivals, celebrations and High Holy Days so important within Judaism?
Year 4	What do Muslims believe?	What do Jewish people believe about God?	How can significant religious figures inspire us?	What does it mean to follow the Buddha?	What do sacred texts within Hinduism say about God?	What contribution can religion make to our society?
Year 5	What does Buddhism teach us about human experience?	What is significant to Christians about Jesus' life and teaching?	In what ways can art and design express religious belief?	What place do festivals, worship and celebrations have within Hinduism?	How is human identity and belonging shaped by faith and belief?	What does it mean to be Muslim?
Year 6	Does religion help us to understand human suffering?	Why is the Torah so important within Judaism?	In what ways do Christians in different denominations worship?	How can religion promote peace and justice in our society?	What happens in the mosque?	What happens in the Gurdwara?



RE Curriculum map

	Autumn		Spring		Summer	
EYFS	What makes people Special?	What can we learn from special stories?	What times are special to us?	How should we look after our world?	What makes a place special?	What things are special to us?
Year 1	Why is prayer important for many people?	What role do festivals and holy days play in the life of faith?	What can we learn from Creation stories?	What is Islam?	What does it mean to be a member of the Jewish community?	What do Christians believe about God?
Year 2	What is Buddhism?	What is the place of the church in Christianity?	What does it mean to be a Hindu?	What does it mean to be a Sikh?	How can Humanism help us to care for one another?	How do we mark stages in the human journey?
Year 3	What does Sikhism teach us about selfless service?	Why are festivals, celebrations and High Holy Days so important within Judaism?	What is the significance of Easter within Christianity?	What can we learn from different religious symbols?	How do Sacred scriptures inform religious beliefs?	Why is pilgrimage important for some religious traditions?
Year 4	What contribution can religion make to our society?	What do Jewish people believe about God?	What does it mean to follow the Buddha?	What do sacred texts within Hinduism say about God?	What do Muslims believe?	How can significant religious figures inspire us?
Year 5	What is significant to Christians about Jesus' life and teaching?	What place do festivals, worship and celebrations have within Hinduism? (Diwali)	How is human identity and belonging shaped by faith and belief?	In what ways can art and design express religious belief?	What does it mean to be Muslim? (Ramadan)	What does Buddhism teach us about human experience?
Year 6	How can religion promote peace and justice in our society?	Why is the Torah so important within Judaism? (Hanukkah)	What happens in the Gurdwara?	In what ways do Christians in different denominations worship? (Easter)	What happens in the mosque?	What can we learn from Humanism?



RE Skills Ladder



RE skills

		1	2	3
Year 6	Evaluate I can think critically about the reliability of religious documents and artefacts.			
	Synthesise I can combine information from a range of religious sources to present an idea.			
Year 5	Analyse I can examine beliefs and ideas in detail.			
	Interpret I can provide the meaning of a range of different sources. E.g. a parable, quote, painting or statue.			
Year 4	Investigate I can carry out an enquiry to discover facts about religion.			
	Reflect I can think about a belief in a thoughtful and appropriate way.			
Year 3	Empathise I can understand the beliefs of others and share their feelings.			
	Connect I can link one belief or concept to another.			
Year 2	Apply I can use my knowledge of religious teachings in different situations.			
	Explain I can reveal facts I have learnt about a religion.			
Year 1	Express I can use words or gestures to demonstrate what I have learnt from religious stories.			
Reception				



Parents/carers have chosen Selborne Primary School due to our extensive, outstanding curriculum. We value all pupils learning about different faiths and cultures so that they are prepared to live harmoniously, within diverse communities, in Modern Britain. As a local authority state maintained school, we have to teach Religious Education as part of our curriculum. However, under the 1944 Education Act parents/carers do have the right to withdraw their child from parts of Religious Education teaching. As a school we do not advocate selective withdrawal from Religious Education lessons but come and speak to the Headteacher if this is your parental request.

This policy has been reviewed by M. Hullait on 07.10.26. It is currently inline with the Ealing guidance provided for Religious Education.