RE Knowledge Progression – Marston

	Autumn	Spring	Summer
EYFS	**Which people, stories and events are special to me?** • Who is special to me and why? Families, friends, community. • Special events Advent and Christmas. Why these are special for Christians. • Why Christians think that Jesus was a special baby: the Nativity story. • How the Nativity story is celebrated in school. • New life: How Christians might celebrate the birth of a baby. • Diwali Why Rama and Sita are special to Hindus. How Diwali is celebrated in school.	**What do I know about Easter and Holi?** • how people come together to celebrate special events • why Easter is special for Christians • why Holi is special for Hindus • how people celebrate Easter and Holi • which stories are linked to celebrations at Easter and Holi Easter • How we can see Easter around us. • Signs and symbols. • What Christians remember at Easter • The Easter story and what it means to Christians. • Holi The stories of Krishna, Holika and Prahlad. • How Hindus celebrate Holi.	**Why are some places and objects special or sacred?** • The idea of special and sacred • What makes something special. • What makes objects, clothes and places special. • Why some of these things are considered sacred. • What we can see in a church and a mandir.
Y1/2 A	**What do stories from religious traditions teach about God? (Yr 1 topic)** **What can we learn from other stories? (Year 1 topic)** • how stories form part of beliefs and help people understand the world • what some narratives from sacred texts teach people about God and the way they should lead their lives. • why some stories are considered to be special and/or sacred • how stories can mean different things to different people • how different stories may contain 'truth' and what this means to different people	**What do creation stories teach people about God and human nature? (Yr 1 topic)** • how stories form part of key religious beliefs, e.g. the origin of sin • what stories teach about God, e.g. Creator of the world • how stories can mean different things to different people • why people have different views about how the world began	**What are sacred texts and why do they matter? (Year 2 topic)** • what is meant by revelation • how sacred scriptures are different to other kinds of books • how sacred scriptures are used in worship and ceremonies to bring communities together • how and why people show respect for sacred scriptures
Y1/2 B	**How are stories and celebrations linked? (Yr 1 topic)** • how stories of all kinds give communities a shared identity • the ways in which festivals and celebrations bring people together through a sense of belonging • how stories relating to key festivals reflect religious beliefs and concepts, e.g. Christmas and incarnation • how stories inform actions and rituals during festivals, e.g. lighting candles at Hanukkah	**What do people learn from stories and festivals? (Yr 1 topic)** • how stories of all kinds give communities a shared identity, including how they celebrate festival times such as Easter and Passover • how stories relating to key festivals reflect religious beliefs and concepts, e.g. resurrection, freedom • how stories can bring meaning to the ideas of 'sacred' and 'holy' • how stories play a part in the observance of Easter and Passover	**What do we mean by religion and worldviews? (Yr 2 topic)** **What beliefs, values and practices are important in religions worldviews? (Yr 2 topic)** what is meant by 'religion' and 'worldviews' • the distinctive beliefs of people from Abrahamic and Dharmic traditions • how RWs connect with each other • how diversity within religions can be seen through different groups

Y3/4 A	**What does pilgrimage mean to individuals and communities? (Yr 3 topic)** • how going on a pilgrimage gives people a sense of sense of belonging • how pilgrimage reflects key beliefs, e.g. Makkah and the 5 Pillars of Islam • the meaning of actions and rituals which take place during pilgrimages • what kind of experiences people might have during pilgrimages • why the experience of pilgrimage may have different meaning for different people	**Which RWs communities can we find in our neighbourhood?** **(yr 3 topic)** • what it means to be part of a community • which RWs are represented in the class, the school and Lincolnshire • what RWs contribute to the wider community. • how communities express their beliefs and values in everyday life and at special times • how to research historical events associated with communities, e.g. how communities change over time	**School Designed Unit** **Philosophy for children** How different people may hold different beliefs, values and worldviews. How to ask philosophical questions about meaning, morality, truth and identity. How stories and symbols can express ideas about the world and human experience. That disagreements can be explored respectfully and through reasoning. Ways to reflect on personal responses while recognising others' perspectives.
Y3/4 B	**How do people welcome new life into the world? (Yr 4 topic)** **How do people show their commitment to a religion? (Year 4 topic)** • how different ceremonies, clothing and symbols bring people together • how promises are connected to belief and people are helped to keep these by family and the community • the meaning of rituals and actions which characterise ceremonies • how the concepts of 'sacred' and 'holy' are key parts of religious ceremonies, e.g. promises made to or before God • how commitment ceremonies may have different meanings for different people, both between and within RWs	**How do people celebrate marriage? (Yr 4 topic)** • how marriage is linked to belonging • how promises made during a wedding ceremony reflect belief and are strengthened by the presence of the community • the meaning of rituals and symbols which form part of marriage ceremonies • how the 'sacred' is a key part of wedding ceremonies, e.g. promises made to and before God – and how these link to other types of commitment ceremonies • how marriage may have different meanings for different people	**What do people believe about the afterlife? (Yr 4 topic)** **How is this expressed in funeral practices? (Yr 4 topic)** • how and why people come together for funeral ceremonies • what happens in funeral ceremonies and the meaning of certain rituals • how people interpret the meaning of death and the afterlife • what is meant by immortality
Y5/6 A	**Combine the following two topics: How do people express their beliefs through worship and caring for others? (Yr 5 topic)** **What do people believe about caring for the world and others? (Yr 6 topic)** **How do people use their senses to worship? (Yr 5 topic)** • how people express their faith through worship, both individual and collectively • how sensory and emotional responses form part of worship and religious experience • ways in which objects, symbols, words, music, art and literature give deeper meaning to worship • what people from different Abrahamic and different Dharmic traditions mean by prayer and meditation • how sacred texts encourage believers to express their faith by caring for others and how beliefs can be shown through actions • what RWs say about how people should treat each other and the planet and what they have in common	**How do people choose between right and wrong? (Yr 6 topic)** • what influences people to decide what is good or bad, right or wrong • how this may be different for those with religious or non-religious beliefs • what is meant by relative and absolute morality	**What is my worldview? (Yr 6 topic)** • what is meant by a worldview • the difference between religion, worldviews and spirituality • how worldviews may change over time **School Designed Unit (Y5)** **Inspirational women** How women have contributed to different communities. How conflict within and between communities' impact upon women. How women's strong beliefs led to actions. Ways in which the actions of women led to change. How misogynistic attitudes affect what women can do. How women's actions have made a lasting impact on the world. Ways in which women have expressed their desires for equality and justice. How experiences such as visions have inspired women. How the sacred can be expressed in male AND female forms.

			How and why some religions interpret sacred texts in a way which excludes women or limits what they can do. How women have fought for what they believe is true.
Y5/6 B	**How do people know who or what to believe? (Yr 6 topic)** **What do people believe about the existence of God? (Yr 6 topic)** • how different types of authority determine people's beliefs and actions and why some are more trustworthy than others • how values and beliefs are reflected in the lives of religious and non- religious inspirational people • how people make decisions about belief in God • what religious and philosophical thinkers say about the existence of God • how beliefs about the existence of God are open to interpretation	**What do people believe about good, evil and suffering? (Yr 6 topic)** • why belief in God might raise challenging questions in relation to suffering • how RWs respond to the issues of evil and suffering	**What do people believe about peace? (Yr 6 topic)** **What do we mean by religious and spiritual experiences? (Yr 5 topic)** • what is meant by pacifism • how different RWs respond to the issue of peace and conflict and what beliefs they have in common • the influence of peace activists and religious leaders • what is meant by a religious or spiritual experience