



Curriculum Progression Overview for Religious Education



This should be used alongside the EYFS Long Term Plan 2025_26 which breaks down each area of the EYFS and intended learning for each term. Each area of the EYFS is also reflected throughout the continuous provision within the learning environment both inside and outside – this enables children to be independent in their own learning and practice and develop skills taught.

Area for RE	Key skills/knowledge – What do you want children to know by the end of key stage	How we teach it – Topics / curricular goals (implementation)	Early Learning Goal – Where children will be by the end, the ELGs achieved (impact)
EYFS	- Explore religious and non-religious worldviews in terms of important people, times, places and objects. - Visit places of worship - Listen to and talk about stories with puzzling or interesting questions - Introduced to specialist words and use their senses in exploring religious and non-religious beliefs, practices and forms of expression	Forest school clay, mud and stone sculptures Pen disco, Drawing tutorials Drawing club Andy Goldsworthy – sculptures with natural objects Art in the style of Eric Carl Animal patterns, Fruit printing Weaving Observational painting and drawing	Fine motor skills. Creating with materials.
E.A.S.: Essex Agreed Syllabus ENQ: Enquiry (another name for unit!) U.C.- Understanding Christianity Theological Focus Philosophical Focus Human/Social Sciences Focus		EYFS – Puzzling and interesting questions including Godly Play KS1 – 50% Christianity, 25% Judaism, 25% other faiths Lower KS2 – 50% Christianity, 25% Hinduism, 25% multi-faith build on Judaism Upper KS2 – 50% Christianity, 25% Islam, 25% other faiths Whole School progression: Autumn - Creation/God’s World; Incarnation Spring - Significant people/worldwide views; Salvation Summer - Kingdom of God; Worldwide views – living in harmony	
Breadth of study	- Theology: Thinking through believing. Asking questions that believers would ask. It requires pupils to think like theologians, or to look at concepts through a theological lens. Pupils will explore questions and answers that arise from inside religions and worldviews. - Philosophy: Thinking through thinking. Asking questions that thinkers would ask. It requires pupils to think like philosophers, or to look at concepts through a philosophical lens. Pupils will explore questions and answers raised through considering the nature of knowledge, existence and morality. - Human/Social Sciences: Thinking through living. Asking questions that people who study lived reality or phenomena would ask. It requires pupils to think like human and social scientists, or to look at concepts through a human/social science lens. Pupils will explore questions and answers raised in relation to the impact of religions and worldviews on people and their lives.		



	Autumn		Spring		Summer	
	Ourselfs	Light up the world	Can I have a pet penguin?	From a tiny seed	A long, long time ago	How do I get there?
EYFS	<i>What is this religious story about?</i> - Recognise simple religious beliefs or teachings - Talk about some aspects of a religious or belief story - Raise puzzling and interesting questions about religious and belief stories - Recreate religious and belief stories through small world play - Talk about sacred texts Core knowledge: UC core unit F1 – Creation and Harvest Hindus celebrating Diwali Stories of Adam and Eve, Noah and the Ark UC core unit F2 – Nativity and first Christmas		<i>What is right? Wrong? Good? Bad?</i> - Raise puzzling and interesting questions about the world around them. - Talk about what concerns them about different ways in which people behave - Say what matters to them or is of value. - Use their senses to investigate religion and belief. Core knowledge: link to 3 school rules and behaviour expectations		<i>Why do Christians put a cross in an Easter garden?</i> - Talk about some aspects of a religious or belief story - Raise puzzling and interesting questions about religious and belief stories - Introduce key theological vocabulary such as 'God' - Talk about sacred texts Core knowledge: UC Core unit F3	
Religion or worldview	Christianity/Judaism/ Hinduism Focus		Non-religious worldviews, Christianity & Islam Focus	Christianity Focus	1 st half term: Hinduism and Islam focus 2 nd half term: Christianity Focus	
Disciplinary lens	Theology		Philosophy	Theology	Human/Social Sciences	

Curriculum Progression Overview for Religious Education



Year 1	Autumn		Spring		Summer	
	Year A – Castles Year B – Fire Fire		Year A – Back to the future Year B – Bright Lights, Big City		Year A – Land Ahoy! Year B – Tribal Tales	
	<i>How do my senses tell me about the world of religion and belief?</i>	<i>Why is light an important symbol for many religious believers?</i>	<i>Why are symbols and artefacts important to some people?</i>	<i>Why does Easter matter to Christians?</i>	<i>What does it mean to belong to the Christian community?</i>	<i>Why do people have different views about the identity of 'God'?</i>
	- UC Core unit 1.2 – Who made the world - Introduce God's Big Story - Creation around us	- UC Unit 1.3 Why does Christmas matter to Christians - Jews – Hanukkah - Hinduism – Fireworks at Diwali	- Shabbat and artefacts associated with it: - Candles – are lit before Shabbat to create peace in the home - Challah Bread – a special plaited bread to show how Jews love Shabbat - Kiddush Cup – a special goblet that holds the wine that is blessed for Shabbat - Zemirot – the special songs sung at the table for Shabbat - Jewish synagogue	U.C. Core Unit 1.3	- Link to school values & belonging to a group - Faith families: First communion, Christenings & Baptism/prayer - Local church – font, candles, chalice, hymn book	- Own ideas of God - Different views of what God is like - Jewish understanding of creation (in preparation for year 2)
	Core Knowledge: Concept of Creation Key philosophical vocabulary. Ways of reasoning. Make links between belief and behaviour.	Core Knowledge: Concept of incarnation. The Bible as a sacred text for Christians and its different genres. Concept of Brahma Hindu Holy Books including the Ramayana	Core knowledge: Key vocabulary associated with the study of Judaism. Shabbat and the importance of the home and family life The role of festivals which connect with Jewish history. The synagogue and varying ceremonies that take place within it.	Core Knowledge: Concept of Salvation The life and teachings of Jesus. The Bible as a sacred text for Christians and its different genres.	Core knowledge: Key vocabulary associated with the study of Christianity. The local church(es), symbolism and artefacts as expressions of Christianity. The importance of rites of passage, worship gathering and celebrations.	Core knowledge: Key philosophical vocabulary Ways of reasoning Make links between belief and behaviour
Religion or worldview	Christianity Focus	Christianity / Judaism/ Hinduism Focus	Judaism Focus	Christianity Focus	Christianity Focus	Judaism Focus Non-religious worldviews
Disciplinary lens	Philosophy	Theology	Human/Social Sciences	Theology	Human/Social Sciences	Philosophy

Curriculum Progression Overview for Religious Education



Year 2	Autumn		Spring		Summer	
	Year A – Castles Year B – Fire Fire		Year A – Back to the future Year B – Bright Lights, Big City		Year A – Land Ahoy! Year B – Tribal Tales	
	<i>Who created the world?</i> - U.C. Digging Deeper Unit 1.2 7 days of creation	<i>How do festivals/celebrations bring people together?</i> - U.C. Unit 1.3. Digging Deeper - Story of Rama and Sita	<i>How do people decide what is right/wrong?</i> - Own view of beliefs/opinions - God as love, God as light, God as Father and God as Creator. 10 commandments - Love one another – new commandment - Sikh concepts of God: 'One Light fills all creation. That Light is You.'	<i>What questions do religious stories make us ask?</i> UC: Digging deeper unit 1.3	<i>What does it mean to belong to the Jewish community?</i> - Passover and seder meal - Story of Moses - Rosh Hashanah and Yom Kippur – forgiveness and new beginnings	<i>What do religious people say God is like?</i> - UC Digging deeper unit 1.1 – what do Christians believe God is like? - Meaning of Lord's Prayer 99 Names for Allah - Muslim belief of Allah - Prophet Muhammed
	Core Knowledge: Concept of creation The life and teachings of Jesus. The Bible as a sacred text for Christians and its different genres.	Core knowledge: Key vocabulary associated with the study of Christianity and Hinduism. The local church(es), symbolism and artefacts as expressions of Christianity. The importance of rites of passage, worship gathering and celebrations. Dharma, symbolism and the centrality of the home in the Hindu tradition. Importance of gatherings for worship, dramatic storytelling and celebrations.	Core knowledge: Key philosophical vocabulary. Ways of reasoning. Make links between belief and behaviour.	Core knowledge: Key philosophical vocabulary. Ways of reasoning. Make links between belief and behaviour.	Core knowledge: Key vocabulary associated with the study of Judaism. Shabbat and the importance of the home and family life -The role of festivals which connect with Jewish history. The synagogue and varying ceremonies that take place within it.	Core Knowledge: Christianity - Concept of Salvation The life and teachings of Jesus. The Bible as a sacred text for Christians and its different genres. Islam – The concept of One God. The life and teachings of the Prophet Muhammad. The Qur'an as a revealed scripture.
	Religion or worldview	Christianity Focus	Christianity / Hinduism Focus	Christianity / Judaism / Sikh Focus Non-religious worldview	Christianity Focus	Judaism Focus
	Disciplinary lens	Theology	Human/Social Sciences	Philosophy	Philosophy	Human/Social Sciences
						Theology

Curriculum Progression Overview for Religious Education



Year 3	Autumn		Spring		Summer	
	Year A – Ancient Civilisations		Year A – Tomorrow's World		Year A – Survival	
	Year B – Invasions		Year B – Blue Planet		Year B – Magnificent Monarchs	
	<i>What do Christians and Hindus learn from their Creation stories?</i> • UC Core unit 2A.1 – what do Christians learn from the creation story? • Hindu creation story – Vishnu and Lotus flower Core knowledge Concepts of Creation and Fall, God (Trinity), Incarnation, and Salvation. Sources of authority such as the Bible.	<i>Why do people have different views on the idea of God?</i> • UC Core unit 2A.3 – what is the trinity? • Brahma and the Aum symbol Core knowledge: Concepts of God (Trinity) and Incarnation The different views about the nature of knowledge, meaning and existence.	<i>What does it mean to be a Hindu in daily life?</i> • Living as a Hindu • Life of Ghandi • Goal of Moksha • Explore the Four Paths: Knowledge, Meditation, Devotion and Good Works Core knowledge: Key vocabulary and global diversity associated with the study of Hinduism. The impact of ahimsa, dharma and karma on daily life and beyond.	<i>Can kindness/love change the world?</i> • UC Core unit 2A.5 Core knowledge Concepts of Salvation The different views about the nature of knowledge, meaning and existence.	<i>What is the Bible and how do people interpret it?</i> • U.C. Core Unit 2a.6 – the impact of Pentecost • Parables of the bible • Links to bible verses associated with whole school values Core knowledge The life and teachings of Jesus. Sources of authority such as the Bible.	<i>How do Synagogues give Jewish people a sense of identity and belonging?</i> • Parts of a synagogue – label and function • Worship in a synagogue Core knowledge: Key vocabulary and global diversity associated with the study of Judaism. The role of Synagogue and Cheder in the Jewish community.
	Religion or worldview	Christianity/ Hinduism Focus	Christianity / Hinduism Focus Non-religious worldviews	Hinduism Focus	Christianity Focus	Christianity Focus
	Disciplinary lens	Theology	Philosophy	Human/Social Sciences	Philosophy	Theology
						Human/Social Sciences

Curriculum Progression Overview for Religious Education



Year 4	Autumn		Spring		Summer	
	Year A – Ancient Civilisations Year B – Invasions		Year A – Tomorrow's World Year B – Blue Planet		Year A – Survival Year B – Magnificent Monarchs	
	<i>What kind of world should we live in?</i> • UC – Digging deeper 2A.1 – what do Christians learn from the creation story • Martin Luther views/opinions • Global Christianity - different denominations • Moral decisions Core knowledge: The work of one key Christian philosopher Ethical theory, including the importance of love and forgiveness within Christian tradition. Christian perspectives on moral issues.	<i>How do Christians express their religious beliefs in modern Britain and across the world?</i> • UC – Digging deeper unit 2A.3 – what is the trinity? • Global Christianity – different worship styles • Role of charities • Fruits of spirit - <i>love, joy, peace, patience, kindness, goodness, faithfulness, humility and self-control</i> Core knowledge: Key vocabulary and global diversity associated with the study of Christianity. The church, worship and festivals. The impact of Christian teachings on daily life, the varying expressions of prayer, cultural expressions of the Christian faith and the role of the Christian community in charity work	<i>Where do Hindu beliefs come from?</i> • Living as a Hindu • Trimurti – mandir and congregational puja • Dhama and Seva • Guru Core knowledge: Concepts: Brahman, Ataman, Avatars, Ahimsa, Samsara and Karma. The oral tradition and the Vedas, different genre and interpretations. Examples of teachings of Hindu teachers. Examples of events and experiences which have impacted on Hindu beliefs.	<i>What does Sacrifice mean?</i> • UC – Digging deeper 2A.5 • Jesus' sacrifice – Easter • Humanism – self sacrifice • Islam – 4th pillar of Islam – Swam Core knowledge: The different views about the nature of knowledge, meaning and existence Importance of evidence and reasoning in Humanist thought. Muslim perspectives on moral issues, including the idea of 'intention'.	<i>When Jesus left, what was the impact of Pentecost?</i> • UC – Digging deeper unit 2A.6 • Jesus' disciples • Symbols for holy spirit • AboY award Core knowledge: The life and teachings of Jesus. The Bible as a sacred text for Christians and its different genres.	<i>What happens in the life of Jewish people?</i> • Recap synagogue as place of worship • Sefer • Torah • Bar and Bat Mitzvah • Jewish weddings Core knowledge: Key vocabulary and global diversity associated with the study of Judaism. Symbolism and artefacts used by some Jewish people at festivals and in rituals. The importance and role of Shabbat and reading of the Torah.
	Religion or worldview	Christianity Focus Non-religious worldviews	Christianity Focus	Hinduism Focus	Christianity, Islam and Humanism Focus	Christianity Focus Judaism Focus
	Disciplinary lens	Philosophy	Human/Social Sciences	Theology	Philosophy	Theology Human/Social Sciences



Year 5	Autumn		Spring		Summer		
	Year A – Hola Mexico! Year B – Britain through the decades		Year A – Marvellous Muggles & Harry Potter Year B – Reach for the Stars		Year A – A place I call home Year B – Kingdoms – people and animals		
	<i>How has belief in creation impacted on music/art throughout history?</i> • Christian Art of creation • Islamic Art • Christian music compared to Muslim call to prayer • Hindu Art Core knowledge: The impact of Christian teachings on cultural expressions of the Christian faith. Diversity of expression, customs and practices within Islam and their impact on daily life. <i>Year B only: Why continue being Jewish? (The Holocaust and meaningful RE) – link to WWII topic</i>	<i>Was Jesus the Messiah?</i> • UC core unit 2B.4 Core knowledge: Concept of Incarnation. Sources of authority such as the Bible, tradition and different genres and interpretations. Key teachings from important Christian thinkers. How events in society have influenced Christian beliefs.	<i>Does religion bring peace, conflict or both?</i> • Muslim belief of peace • 5 pillars of Islam • Believers fight for peace: Malala Yousafzai Core knowledge: Key vocabulary and global diversity associated with the study of Islam. The masjid, the Five Pillars of Islam and the three main Muslims traditions (Sunni, Shia, Sufi).	<i>Why is there suffering in the world?</i> • UC core unit 2B.6 • Buddhism - <i>Four Noble Truths</i> namely; <i>Dukkha</i> - the truth of suffering, <i>Samudaya</i> - the truth of the origin of suffering, <i>Nirodha</i> - the truth of the end of suffering, <i>Magga</i> - the truth of the path to the end of suffering Core knowledge: The different views about the nature of knowledge, meaning and existence. Links between suffering and the Four Noble Truths.	<i>What kind of King is Jesus?</i> • UC core unit 2B.8 Core knowledge: The life and teachings of Jesus. Key teachings from important Christian thinkers. How events in society have influenced Christian beliefs.	<i>How to challenge perceptions of religion (anti-racist RE)</i> https://www.natre.org.uk/about-natre/projects/anti-racist-re/primary-classroom-resources/ Core knowledge: Islam - Diversity of expression, customs and practices within Islam and their impact on daily life. The importance of Ramadan, the two Eid festivals and Jummah prayers.	
	Religion or worldview	Christianity, Islam and Hindu Focus	Christianity Focus	Islam Focus	Christianity and Buddhism Focus	Christianity Focus	Islam Focus Non-religious worldviews
	Disciplinary lens	Human/Social sciences	Theology	Human/Social Sciences	Philosophy	Theology	Human/Social Sciences

Curriculum Progression Overview for Religious Education



Year 6	Autumn		Spring	Summer	
	Year A – Hola Mexico! Year B – Britain through the decades		Year A – Marvellous Muggles & Harry Potter Year B – Reach for the Stars	Year A – A place I call home Year B – Kingdoms – people and animals	
	<i>How did the Universe come to be?</i> - UC digging deeper unit 2B.2 - Compare and contrast beliefs in creation stories – Christianity, Hindu, Islam, Humanism and Science - Creation/Science Conflicting or complimentary? Core knowledge: Concepts of creation Christianity - Sources of authority such as the Bible, creeds, tradition and different genres and interpretations. Humanism - Importance of evidence. Absence of sacred texts and divine rules. Islam - The Qur'an and Hadith as sources of authority, different genres and the value of recitation.	<i>Are angels real?</i> - Unit work on 'Are Angels Real?' - Messengers of God - Near death experiences - Power of prayer Core knowledge: The different views about the nature of knowledge, meaning and existence. Introducing ethical theory - Islam The work of one key Christian philosopher Ethical theory, including the importance of love and forgiveness within Christian tradition. Year B only: <i>Why continue being Jewish? (The Holocaust and meaningful RE) – link to WWII topic</i>	<i>Can people come back to life?</i> - Christianity – UC 2B.7 What difference does the resurrection make for Christians? - Humanism view - Great Agnostic - Plato ideas - Hinduism – reincarnation and concept of moksha, dharma and karma - Buddhism - rebirth Core knowledge: Concept of salvation Key teachings from important Christian thinkers. How events in society have influenced Christian beliefs. Buddhism - Concepts: the Buddha, the cycle of birth, death and rebirth, and the Five Precepts. Examples of events and experiences which have impacted on Hindu beliefs Concepts: Atheism, agnosticism, rationalism, One Life, and Happiness.	<i>Is believing in God reasonable?</i> UC 2B.8 – digging deeper – what kind of King is Jesus? Thy Kingdom Come – call to prayer for Christians Mosque Muslim prayer Buddhism: The Noble Eightfold Path Humanism beliefs and living life on earth Different viewpoints Link to Goodness/Mercy materials for RSE Core knowledge: Christian perspectives on moral issues. Buddhist perspectives on moral issues and consideration of the consequences of action in relation to karma Muslim perspectives on moral issues, including the idea of 'intention' Christian community in charity work. Diversity of expression, customs and practices within Islam and their impact on daily life. Key vocabulary and global diversity associated with the study of Buddhism. Meditation and study, festivals and pilgrimage and symbolism. Varying practice, and the importance of looking after the environment.	
	Religion or worldview	Christianity, Hindu, Islam, Humanism Non-religious worldviews	Christianity & Islam Focus	Christianity Focus Buddhism and Islam	
	Disciplinary lens	Theology	Philosophy	Theology	Philosophy Human/Social Sciences



Curriculum Progression Overview for Religious Education

