

RE: Knowledge Progression Map

2024-2025



Progression of knowledge and skills (Core content identified in bold)						
<p>The Leicestershire Agreed Syllabus has 3 key aims:</p> <ol style="list-style-type: none"> 1. Make sense of a range of religious and non-religious beliefs 2. Understand the impact and significance of religious and non-religious beliefs 3. Make connections between religious and non-religious beliefs, concepts, practices and ideas studied <p>RE: statutory requirements and curriculum information The national curriculum states the legal requirement that: 'Every state-funded school must offer a curriculum which is balanced and broadly based, and which: promotes the spiritual, moral, cultural, mental and physical development of pupils; and prepares pupils at the school for the opportunities, responsibilities and experiences of later life. All state schools ... must teach religious education ... All schools must publish their curriculum by subject and academic year online'.</p>						
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Beliefs and Teachings <ul style="list-style-type: none"> Describe some important figures and features of a religion (focus on Christianity) Talk about the story of Christmas and how it is celebrated 	<ul style="list-style-type: none"> Describe important figures, symbols and celebrations of a religion (Christianity and Judaism) Talk about the story of Christmas and Easter and how it is celebrated 	<ul style="list-style-type: none"> Describe some important beliefs and teachings of a wider range of religions building on their KS1 knowledge 	<ul style="list-style-type: none"> Describe some important beliefs and teachings of a wider range of religions building on their KS1 knowledge Describe the lives of important religious individuals and refer to holy books Begin to compare important Christian festivals with celebrations from other religions 	Explain how religious teachings make an impact on the lives of followers <ul style="list-style-type: none"> Describe how religious teachings make an impact on society and communities 	Recognise, describe and make links between similar teachings and lessons from different teachings	
Ceremonies and Rituals <ul style="list-style-type: none"> Recognise and name some religious artefacts linked to religion studied 	<ul style="list-style-type: none"> Describe the meaning of some religious rituals linked to religion studied Begin to recognise similar rituals across religions eg prayer 	<ul style="list-style-type: none"> Name religious artefacts and describe how they are used in ceremonies and rituals 	<ul style="list-style-type: none"> Recognise and describe the importance of ceremonies and rituals in the lives of religious people. Describe religious buildings and how they are used 	Describe the practices and lifestyles of belonging to religious and non religious communities (compare and contrast)	<ul style="list-style-type: none"> Describe similar practices and lifestyles across different religions and understand why different people within the same religion chose to practice in different ways Explain the significance and role of religious leaders within a community 	
How religion and beliefs are expressed <ul style="list-style-type: none"> Learn some important stories linked to the religion studied (Christmas and Easter) 	<ul style="list-style-type: none"> Retell stories based on religion studied and describe the teaching in them Describe some religious symbols and their significance eg Christian cross 	<ul style="list-style-type: none"> Recognise that religious teachings can be expressed in different forms eg stories, art 	<ul style="list-style-type: none"> Recognise that religious teachings can be expressed in different forms and explain the meaning of different pieces Express their beliefs in different ways showing respect for the beliefs of others 	Share their opinions on different religions showing respect for others <ul style="list-style-type: none"> Explain some of the ways that individuals show their beliefs within religious and non religious communities 	<ul style="list-style-type: none"> Recognise religious symbolism in stories and other art forms 	
Relating to own values <ul style="list-style-type: none"> Show an understanding that their behaviour impacts other people Describe people and objects that are important to them Recognise that other people's lives may differ from their own and talk about this respectfully 	<ul style="list-style-type: none"> Show an understanding that they have choices to make in their own behaviour Begin to understand morals Describe celebrations and rituals that are important to them Show understanding and respect for the similarities and differences between themselves and others 	<ul style="list-style-type: none"> Show an awareness that different personal experience can impact the behaviour of others Begin to ask open questions about different morals and values 	<ul style="list-style-type: none"> Ask open questions about different morals and values, offering respectful and tolerant answers 	Discuss and offer opinions on different values and morals <ul style="list-style-type: none"> Express their own opinions about more complex concepts with no set answer Explain why individuals and communities may have similar or different values 	Express their own opinions about more complex concepts with no set answer and respectfully describe why their answer might be different from others	

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Curriculum Overview

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
FS2	F4 Being special: where do we belong?	F2 Why is Christmas special for Christians? 25.12.24 (Christmas)	F.1 Why is the word 'God' so important to Christians?	F3 Why is Easter special to Christians?	F5 What places are special and why?	F6 What times/stories are special and why?
Year 1	1.10 What does it mean to belong to a faith community?	1.1 What do Christians believe God is like? 25.12.24 (Christmas)	1.7 Who is Jewish and how do they live?		1.2 Who do Christians say made the world?	1.9 How should we care for the world and for others, and why does it matter? (C, J, NR)
Year 2	1.6 Who is a Muslim and how do they live?	1.3 Why does Christmas matter to Christians? 25.12.24 (Christmas)	1.6 Who is a Muslim and how do they live? Part 2. 28.2.25 (Ramadhan)	1.5 Why does Easter matter to Christians? 20.4.25 (Easter)	1.4 What is the 'good news' Christians believe Jesus brings?	1.8 What makes some places sacred to believers? (C,M)
Year 3	L2.1 What do Christians learn from the Creation story? L2.2 What is it like for someone to follow God? 25.12.24 (Christmas)		L2.10 How do festivals and family life show what matters to Jewish people?	L2.9 How do festivals and worship show what matters to a Muslim? 28.2.25 (Ramadhan)	L2.4 What kind of world did Jesus want?	L2.12 How and why do people try to make the world a better place? (C, M/J, NR)
Year 4	L2.3 What is the 'Trinity' and why is it important for Christians?	L2.7 What do Hindus believe God is like? 1.11.24 (Diwali)	L2.8 What does it mean to be Hindu in Britain today?	L2.5 Why do Christians call the day Jesus died 'Good Friday'? 20.4.25 (Easter)	L2.6 For Christians, when Jesus left, what was the impact of Pentecost?	L2.11 How and why do people mark the significant events of life? (C, H, NR) Humanism-extension lessons
Year 5	U2.1 What does it mean if Christians believe God is holy and loving?	U2.3 Why do Christians believe Jesus was the Messiah?	U2.9 Why is the Torah so important to Jewish people?	U2.8 What does it mean to be a Muslim in Britain today? 28.2.25 (Ramadhan)	U2.4 Christians and how to live: 'What would Jesus do?'	U2.10 'What would Jesus do?' U2.10 What matters most to Humanists and Christians? (C, M/J, NR)
Year 6	U2.11 Why do some people believe in God and some people not? (C, NR)	U2.7 Why do Hindus want to be good? 1.11.24 (Diwali)	U2.6 (2.8B) For Christians, what kind of king is Jesus?	U2.5 What do Christians believe Jesus did to 'save' people? 20.4.25 (Easter)	U2.12 How does faith help people when life gets hard?	U2.2 Creation and science: conflicting or complementary?

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CONCEPT	FS2	Y1/2	Y3/4	Y5/6
GOD		1.1 What do Christians believe God is like?	(See 2a.3 Trinity / Incarnation)	2b.1 What does it mean if God is holy and loving?
CREATION	F1 Why is the word 'God' so important to Christians?	1.2 Who made the world?	2a.1 What do Christians learn from the Creation story?	2b.2 Creation and science: conflicting or complementary?
FALL				
PEOPLE OF GOD			2a.2 What is it like to follow God?	2b.3 How can following God bring freedom and justice?
PROPHECY				
WISDOM				
INCARNATION	F2 Why do Christians perform nativity plays at Christmas?	1.3 Why does Christmas matter to Christians?	2a.3 What is the Trinity?	2b.4 Was Jesus the Messiah?
GOSPEL		1.4 What is the good news that Jesus brings?	2a.4 What kind of world did Jesus want?	2b.5 What would Jesus do?
SALVATION	F3 Why do Christians put a cross in an Easter garden?	1.5 Why does Easter matter to Christians?	2a.5 Why do Christians call the day Jesus died 'Good Friday'?	2b.6 What did Jesus do to save human beings? [Y5] 2b.7 What difference does the resurrection make for Christians? [Y6]
KINGDOM OF GOD			2a.6 When Jesus left, what was the impact of Pentecost?	2b.8 What kind of king is Jesus?