



Higham Primary School Progression of Knowledge and Skills – RE

Intent

At Higham, we are committed to providing pupils with a broad, balanced, and enriching Religious Education curriculum that enables them to develop knowledge and understanding of a range of religions, beliefs, and worldviews. Through this curriculum, pupils are encouraged to explore and express their own ideas and insights about the nature, significance, and impact of religion and belief systems in both local and global communities. Our RE curriculum provides meaningful opportunities for pupils to reflect on their learning and make connections to their own experiences, values, and beliefs. It supports pupils' personal development and wellbeing while promoting respect, empathy, and community cohesion. Through the study of diverse cultures, faiths, and worldviews, pupils develop positive attitudes towards people whose beliefs and experiences may differ from their own. We aim to ensure that all children understand the relevance of Religious Education in today's modern and diverse society, recognising how religion and beliefs continue to shape individuals, communities, and the wider world. By fostering curiosity, critical thinking, and mutual respect, our RE curriculum prepares pupils to become informed, thoughtful, and responsible citizens.

Implementation

The Religious Education (RE) curriculum is taught through the RE Today and NATRE schemes of work. In the Early Years Foundation Stage (EYFS), RE is based on the concepts of special places, special people, special events and special books. Through these themes, children begin to develop an understanding of different beliefs, traditions and celebrations. In Key Stages 1 and 2, the curriculum is centred around exploring and responding to "Big Questions". This enquiry-based approach encourages pupils to make connections between different religions and their own experiences, promoting reflection, discussion and critical thinking. Throughout their time in school, children study a range of religions, including Christianity, Judaism, Islam and Hindu Dharma. In EYFS and Key Stage 1, learning focuses primarily on religious celebrations and festivals. In Key Stage 2, pupils build upon this foundation by exploring religious rituals, beliefs and practices in greater depth. Humanism is also introduced in Key Stage 2, broadening pupils' understanding of different worldviews. Children are encouraged to think critically, ask questions and develop their own informed responses as each half-term's learning is driven by a central "Big Question". The Key Stage 2 curriculum supports a deeper understanding of religions through the study of key stories, teachings, events and artefacts, enabling pupils to appreciate both similarities and differences across faiths and worldviews.

Impact

We believe that using RE Today and the NATRE Scheme of Work as the foundation of our Religious Education curriculum will provide pupils with a secure understanding of the major religions and worldviews that shape modern Britain. Through this learning, pupils will develop an appreciation of how people from different faiths and beliefs can learn from one another and work together to foster community cohesion. Our curriculum promotes inquisitive minds, respect, tolerance, empathy and understanding of others, as well as self-awareness and reflection. Lessons are designed to enable pupils to produce high-quality work that demonstrates a deepening understanding of the world's major religions and beliefs. Pupils' knowledge and understanding will be evidenced through their use of subject-specific vocabulary, thoughtful explanations, respectful expression of opinions, engagement with and understanding of religious artefacts, and the confident presentation of their learning. Through Religious Education, pupils will be equipped to become informed, respectful and active members of a diverse society.



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Government Guidance

Religious Education is not a statutory part of the National Curriculum but state-funded, local authority schools must provide a basic curriculum.

“The curriculum for a maintained school must be balanced and broadly based one which ‘promotes the spiritual, moral, cultural, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life.’” Section 2 79 (1) School Standards Framework Act.

Breadth and depth can be achieved in RE, if the following are taken into account:

- RE should provide opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own experience.
- Pupils should develop understanding of concepts and mastery of skills to make sense of religion and belief, at an appropriate level of challenge for their age.
- Build on the statutory requirements, it is recommended that there should be a wide-ranging study of religion and belief across the key stages as a whole.
- Not all religions need to be studied as the same depth or in each key stage, but all that are studied should be studied in a way that is coherent and promotes progression.
- Pupils should have the opportunity to learn that there are those who do not hold religious beliefs and have their own philosophical perspectives, and subject matter should facilitate integration and promotion of shared values.
- The study of religion should be based on the legal requirement and provide an appropriate balance between and within Christianity, other principal religions and, where appropriate, other religious traditions and worldwide views, across the key stages as a whole, making appropriate links with other parts of the curriculum and its cross curricular dimensions.

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	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Knowing about and understanding religions and worldviews	Christianity - Introduced to the Christmas and the Nativity story. - Talk about Advent. - Introduced to Easter and beginning to understand why it is an important time for Christians. - Have visit to a local church. Hindu Dharma - Introduced to Diwali and why it is an important festival for the Hindu Faith. Judaism - Introduced to Hanukkah and understand its importance to the Jewish Faith. Islam - Introduced to Ramadan and understand its importance to the Islamic faith. - Introduced to Eid al-Fitr and understand its importance to the Islamic faith.	Christianity - Explore and retell the Christian creation story - Remember some of the Christmas story. - Explain that Jesus is special to Christians. - Recall the events of Palm Sunday. - Explore some key parables and stories from the bible that help Christians to learn about God. Judaism - Talk about how ways of life, the Torah and Key celebrations for Jewish people. - Begin to understand how Jewish people care for the world and the people in it.	Christianity - Learn about the concept of ‘Gospel’ and the good news of forgiveness, peace and love that Christians believe Jesus brings. - Explore the concepts of God, Incarnations, Gospel and Salvation through learning about Holy week. - Learn how Christians show their beliefs within celebrations and worship in Church at Easter. - Consider what the Story of Easter means for Christians today. - Understand the significance of Jesus and God to Christians by exploring what the Trinity is. Judaism - Understand the key features of the synagogue and how they support their local communities in practical ways. Islam - Understand the key beliefs and ways of living for Muslims. - Understand the 5 pillars of Islam and	Christianity - Start to explain the Christian belief that Jesus was God in human form. - Tell you why Jesus’ death is important to Christians. - Understand and explore key messages for Christians within the creations story. - Retell stories form the Old Testament and express opinions about what these stories are trying to teach Christians. Islam - Understand how Muslims live their lives by identifying some beliefs about God in Islam expressed in Surah 1. - Make links between beliefs about God and Ibadah (worship) and how this links to prayer, fasting, celebrating and the intention to live out the five pillars of Islam. Judaism - Build an understanding of festivals, ideas of	Christianity - Explore the teachings of Jesus. - Understand how the first disciples were called and how Christians today try to follow Jesus. - Build on understanding of Easter. - Understand the events of Pentecost found in the Bible and what this has meant for Christians then and today. - Understand about how Christian Salvation fits into the story of Easter. Hindu Dharma - Explore how Hindus might see the world. - Explore the concept of Brahman. - Explore what life is like for Hindus in Modern Britain. Islam - Explore the Islamic viewpoint of commitment and promises. Judaism	Christianity - Describe what Christians believe God is like. - Study Genesis 1 and find out about how different Christians may interpret this text in different ways. And explore whether it is conflicting or complementary to what science says. - Children will find out about the story of the Exodus and make connections between Bible texts studied and how Christians feel God helps them during difficult times. - Begin to understand the ten commandments. - Understand why the ten commandments were given. Islam - Explore what life is like for Muslims in Britain today. - Extend learning about Muslims beliefs about God, the Prophet and the Holy Qur’an. - Find out about Muslims sources of authority and how	Christianity - Learn about the four gospels and identify similarities and differences between them. - Study the key texts that recount the story of Jesus’ birth and the links Christians make to the Old Testament prophecies. - Study the ‘Big story’ of the Bible and explain the place of incarnation and salvation. - Compare their thoughts of Jesus’ death and resurrection with Christian’s interpretation of these texts. - Explore how Christians put their beliefs into practice in different ways. - Learn about different parables and build on their understanding of Pentecost. - Learn about the different ways Christians may interpret parables in the Bible.

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			the importance of prayer. - Understand the features of a mosque and how they support their local communities in practical ways. - Make links between beliefs of God and ibadah and how people live their lives.	forgiveness, remembering and freedom by exploring Shabbat, Rosh Hashanah, Yom, Kippur and Pesach.	Explore the Jewish viewpoint of commitment and promises.	they guide daily living for believers. Judaism Build on their understanding that Jews are a diverse group of people by investigating Census data.	- Describe what Christians might learn about the after-life from Bible stories - Describe some of the ways in which people can show fairness in today's society - Explore different celebrations and traditions for all religions. Hindu Dharma - Investigate the key concepts of Karma Dharma and samsara and how these might affect how a Hindu chooses to live their life using the examples of two charities.
Expressing and communicating ideas related to religions worldviews	- Talk about important people in families and their local community. - Talk about how they have celebrated religious festivals in the past. - Compare the similarities and differences between celebrations. - Identify celebrations each child celebrates and their favourite.	- Express an opinion about creation - Talk about how the world got here. - Make links between things that are important to me. - Talk about my friends and why I like them. - Explore what it means to be a good friend. - Explain how belief can affect decision making.	- Explain why we should be kind with reasons. - Discuss why Christians believe God gave Jesus to the world. - Suggest the most and least important things Jewish people do that God asks them to do. - Offer my own opinion about the empty tomb on Easter Sunday.	- Explore what Christmas means to me. - Consider and talk about what motivates different religions to care for the world, basing their knowledge of scripture and teachings. - Explore the stories of creation and the fall.	- Discuss the links between the Christian Salvation story and life in the world today. - Make suggestions why some Christians live their lives in the way they do.	- Explain why they feel that Christians believe that God is forgiving and loving. - Talk about what they feel the ten commandments mean for believers today. - Consider different sources of authority, different values of both religious and non-religious world views.	- Explore why being fair is important in today's society. - Identify why leading a good life might be a good idea. - Discuss how Christian communities act today and identify how this linked to the teaching of Jesus. - Consider and discuss the expectations of the Messiah, within Christian's tradition.



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	Take children to places of worship and places of local importance to the community.	- Talk about the Nativity story and recall the main events. - Understand the importance of the Nativity story to Christians.	- Talk about something which is important to Jewish people. - Make links between beliefs and how people live their lives.	Discuss messages within the creation story for Christians.	- Reflect on the idea of Dharma. - Discuss the meaning and importance of ceremonies of commitment for religious and non-religious people.	- Explore similarities and differences between Christian and Humanist ideas and about being good and how people live. - Reflect on different cultural heritages of British Jews.	- Explore how believers put their beliefs into practice in a variety of ways, including through worship and service to the community. - Discuss reasons for why people may choose to believe or not believe in God.
Gaining and deploying the skills for studying religions and worldviews	- Use creative ways to express ideas about different festivals. - Talk about festivals and how they are celebrated. - Make observations about places of worship after visiting them. - Begin to understand and value the differences of individuals and groups within their own communities. - Children will have an opportunity to develop their emerging moral and cultural awareness.	- Use creative ways to express their own ideas about the creation story. - Ask some questions about believing in God and offer some ideas of their own. - Use creative ways to retell religious stories. - Recognise differences in how different faiths look after the world and the people in it.	- Ask and suggest answers to questions arising from stories across more than one faith. - Talk about issues of good and bad, right and wrong arising from stories. - Respond to examples of cooperation between different people.	- Suggest some ideas about good ways to treat others arising from their learning. - Find out about at least two teachings from religions about how to live a good life.	- Ask questions and suggest some of their own responses to ideas about God. - Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives. - Discuss their own and others' ideas about why humans do bad things and how people try to put things right. - Discuss their own ideas about how people decide right and wrong.	Discuss their own ideas about the importance of values to live by, comparing them to religious ideas.	- Express their own understanding of what a religious figure would do in relation to a moral dilemma from the world today. - Suggest ideas of ways in which we can show fairness in our lives.