

Progression of skills, knowledge and concepts within the Religious Education Curriculum



Curriculum Intent for Religious Education

At Lady Bay Primary School, we believe it is vital that pupils learn about religions so that they can understand the world around them. It is our intent for the Religious Education element of our curriculum to engage, inspire, challenge and encourage pupils and to equip them with the knowledge and skills to answer challenging questions, explore different religious beliefs, values and traditions. We will support our pupils in developing a rigorous understanding of the religious traditions, beliefs and practices that are followed in our multi-cultural society so that they are able to combat prejudice and become responsible and tolerant global citizens.

We use the 'Agreed Syllabus for Religious Education in Nottingham City and Nottinghamshire 2026-2031' as a basis for our Religious Education curriculum.

Implementation

RE is taught in blocks throughout the year, with four units selected for each year group in Key Stage 1 and 2, so that pupils achieve depth in their learning. Key RE knowledge and skills that pupils acquire and develop throughout each block have been mapped to ensure progression between year groups throughout the school. Consideration has also been given to ensure appropriate coverage of different religions and worldviews, whilst also identifying those that are prominent within our own school community. This will ensure that by the end of Year 6 pupils will have the knowledge and understanding of prominent religions and worldviews to ask challenging questions and express their ideas and insights thoughtfully by selecting key information, using relevant examples, and explaining their reasoning to support their views. (*Agreed Syllabus for Religious Education in Nottingham City and Nottinghamshire 2026 -2031*, pg. 47)

Planning is informed by and aligned with the 'Agreed Syllabus for Religious Education in Nottingham City and Nottinghamshire 2026-2031'. Cross curricular outcomes are encouraged and the school's own context is also considered, with opportunities for enrichment and learning outside of the classroom identified with visits to and visitors from places of worship/spiritually significant places and participation in wider community projects.

Teachers cater for the varying needs of all learners, implementing adaptations where necessary and appropriate, and ensuring an appropriate level of challenge. Through well planned and structured learning opportunities, we intend to inspire pupils to develop a love of RE and recognise its importance in helping them celebrate and value difference in today's multi-cultural society.

Evaluation and monitoring

Outcomes of work are regularly monitored in RE books, Floor books and Seesaw to ensure a sound understanding of key skills and knowledge and to evidence a broad and balanced RE curriculum. Teachers use these judgements to plan and develop next steps for children's progression in the RE curriculum. Frequent monitoring of children's books, displays, planning and lessons enable high standards of RE teaching and learning throughout the school. At the end of each year the SLT will carry out an audit of the subject which will highlight success in the subject as well as steps for future development.

Networks

Lady Bay Primary School is a member of the RE Leader's Network which provides regular and up to date RE support, education and resources.

RE in Early Years (ELG4, ELG5, ELG13, ELG14)

In EYFS, the children begin to explore the world of religion in terms of special people, books, times, places and objects and by visiting places of worship (church). They listen to and talk about stories. They are introduced to religious words where appropriate and use their senses in exploring religions and beliefs, practices and forms of expression. They reflect on their own feelings and experiences. They use their imagination and curiosity to develop their appreciation and wonder of the world in which they live.

By the end of December	By the end of March	Early Learning Goal
Show an interest in the lives of people who are familiar to me. Name and describe people who are familiar to me. Talk about similarities and differences between me and my friends. Talk about members of my immediate family and community. Think about ways I belong. Understand that people may belong to a religious community (baby welcoming ceremonies - baptism). Recognise that people have different beliefs and celebrate special times in different ways.	Enjoy listening to and engaging with stories from different faiths. Start to show an interest in different occupations and ways of life. Talk about people who help us and people who we might admire for their goodness. See myself as a valuable individual. (PSED) Think about the perspectives of others and how I can make good behaviour choices. (PSED) Build constructive and respectful relationships. (PSED)	Children at the expected level of development will: PSED – Managing Self ELG4 Explain the reasons for rules, know right from wrong and try to behave accordingly. PSED- Building Relationships ELG5 Show sensitivity to their own and others’ needs. Understanding the World - Past and Present ELG13 Talk about the lives of the people around them and their roles in society. Understand the past through settings, characters and events encountered in books read in class and storytelling. Understanding the World - People, Culture and Communities ELG14 Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
	By the end of July	
	Talk about how we can care for the world we live in and how animals, birds and plants are special to us. From stories of creation begin to explore my place in the world. Understand that some places are special to me and members of my family. Understand that some places are special to members of my community (local places of worship).	

What you'll see in Foundation: Floor book, sticky notes, carpet sessions, characteristics of learning. Celebrate key festivals- Harvest, Bonfire Night, Eid, Diwali, Christmas, Hanukkah, Chinese New Year, Easter. Visitors – Vicar from All Hallows Church (Unit F.2) Circle time: -Discussions -Stories – The Lost Sheep, Noah's Ark -Visuals - photos, pictures, PPTs -Toys and puppets -Handling real artefacts -Roleplay -Creativity – dance, drama, art and design	Questions to ask: What is important to you? Who is important to you and why? What places are special to you? What places are special to my community? Why do people do things differently? What does your family/community celebrate? How do they celebrate? What do you believe? Why do people have different opinions and views to you? How can we care for the world we live in? Where do you belong? How do you know you belong?
Vocabulary: Celebration, religion, special books, special places, special stories, prayer, worship, Jesus, God, Bible, Church, belonging, community, baptism, Creation, Christmas, Easter, Harvest, Moses, Torah, Synagogue, Hanukkah, Allah, Prophet Muhammad, Qur'an, Mosque, Eid, Humanist, Hindu, Mandir, Diwali, Sikh, Guru Nanak, Gurdwara, Guru Granth Sahib.	Religions/worldviews covered: Christianity, Hinduism, Humanism, Islam, Judaism, Sikhism.

RE in Key Stages 1 and 2

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Substantive Knowledge	Retell a story that lies behind a festival. Recall and name the main characters in RE stories they have heard. Recall and name key figures and ideas in two or more stories of Jesus they have learned. Recognise that holy buildings house symbols and are a place of worship, and are connected to beliefs about worshipping God: talk about these connections.	Describe some Humanist ideas and practices. Describe Muslim beliefs and practices such as daily prayer and learning about God at the mosque. Recall and name some key words about Jewish beliefs (e.g. God the Creator, Almighty, Eternal). Retell the story of <i>Genesis</i> 1 and suggest meanings and messages from the story.	Describe what Christians do at two different festivals. Connect the celebrations to Bible texts and to beliefs about God. Describe Hindu beliefs about the gods and goddesses and what happens at Hindu worship in the home or the mandir. Describe at least one 'inspirational' story about each of these key figures: Moses,	Describe beliefs and practice about worship with music in Christianity, showing understanding of how and why Christians use music to express beliefs about God and devotion to God. Describe four different beliefs about life after death, connecting viewpoints they have studied with texts from different religions. Describe some religious beliefs	Show that they understand a story of a survivor of Nazi hatred by writing a factsheet about the ways Jewish people responded to the prejudice and hatred of the Nazis. Show that they understand how inspirational leaders are examples of their religion's ideals. Explain the main beliefs of Muslims and Hindus and Sikhs about	Explain the impact of beliefs about sacred writings, God and values. Understand links between Sikh teachings about God (theology) and ways of living (practice). Explain the impact of beliefs about communities and living in harmony on people from different religions. Explain the impact of beliefs about justice and fairness e.g. from holy writings on

		Retell stories from the Jewish Bible skilfully, suggesting meanings and messages in the stories.	Jesus and Muhammad. Describe 4 key features of each of three religious buildings, a mosque, mandir and church, connecting the key features of the buildings with beliefs about God.	that underlie the practice of pilgrimages in at least two religions, and the impacts going on pilgrimage can have for believers. Describe and connect different visions of a better world.	God, saying why the worship of Allah / Brahman / gods and goddesses / Waheguru matters to Muslims, Hindus and Sikhs. Explain three or more key Christian beliefs, showing that they understand what matters to Christians.	how people respond to charity: who should help people who are very poor, and why? Connect two viewpoints about justice and charity: should religious people do more to help the poor, or is it everyone's task?
Personal Knowledge	Respond to some of the experiences and emotions of festivals: e.g. joy, memory, community. Respond to ideas and values such as care, kindness and generosity	Recognise and respond to big questions about our lives. Recognise and respond to some key aspects of Muslim belief, in one God, in the Prophets, and in the revelation of the Qur'an.	Ask and answer questions about how and why Christians celebrate God's creation, Jesus born in Bethlehem Easter and Harvest. Express their own ideas about the deeper	Express reasons why particular pieces of music are spiritual for them. Express reasons why they hold their own views about life after death. Express reasons why they would	Explain with reasons why it is important to remember examples of hatred and prejudice, and why 'never again' is an important idea for a better society in the future.	Consider varied answers to questions about the value of holy writings and other sources of wisdom • Explain with reasons why (e.g.) Christians and Muslims revere their holy texts. Understand Sikh commitments such

	with simple ideas of their own. Respond to the Christian belief that Jesus was God come to earth with a question or idea of their own. Ask questions about what happens and why in holy buildings.	Ask questions about God for themselves - the bigger the better. Ask questions about the stories they study, and suggest answers that respond to big ideas and beliefs in the stories: does God forgive? Does God rescue? Does God create?	meanings of these festivals. Respond with thoughtful ideas of their own to the ways Hindus celebrate, expressing some 'deeper meanings' of the festivals they study. Ask and answer questions about leadership and inspiration, using details from the stories they learned. Respond thoughtfully to the task of designing a new religious building for their locality.	choose their own kind of pilgrimage if they could: where in the world would you go for spiritual growth? Explain, with reasons, what 'makes the world a better place' according to different religions and worldviews.	Consider varied answers to questions about what makes a person inspiring, explaining their own ideas about the inspiring leaders they studied. Clearly express reasons why they hold their own views about questions to do with God. Explain with reasons why they select one of the 4 elements of Christianity studied as the most important.	as to devotion to God, God consciousness and selfless service, as exemplified in Sikh practice. Use census data and other demographic information to explain thoughtfully their own ideas about communities - why they matter, and how they can become stronger. Explain thoughtfully their own ideas about the work of some global development charities.
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Ways of Knowing in RE	Give an example of a big day in their own lives and talk about what made it special.	Say clearly what matters to them and to others, including Humanists - and consider what doesn't matter so much.	Consider ideas such as generosity, community and love-in-action. List similarities between different Christian festivals. Explain their own ideas about Creation stories of Genesis 1 and 2.	Explain similarities and differences between examples of the music Christians use from the past and in contemporary worship.	Explain what matters about remembrance of those who died and those who survived and the idea of 'upstanders'. Use concepts including prejudice, persecution, anti-Jewish racism, respect, harmony.	Apply the idea of 'words of wisdom' for themselves, selecting examples and explaining them.
	Give an example of how a person can show their values in a religion or in their own lives.	Think about respect between religions by considering some Muslim symbols of respect such as saying 'PBUH' after the Prophet's name, keeping the Qur'an on a high shelf or praying from a clean place, a prayer mat, removing shoes at a mosque. How do children think these practices show respect? How do they show respect?.	Explain similarities and differences between two Hindu festivals and some 'big days' they celebrate.	Explain similarities and differences between Hindu, Christian, Muslim and Humanist ideas about the purposes of life and life after death.	Apply the idea of inspiration for themselves to stories of leaders, talking about questions such as: do we all need role models? Do the leaders exemplify their beliefs?	Say what they think about ethical questions to do with feeding the hungry, community, equality and service.
	Find out more about Jesus, inferring a simple idea or belief about what made him special from a story.		Consider ideas such as 'patriarch' 'prophet' or 'messiah' and list similarities between the key leaders studied.	Explain similarities and differences between varied approaches to pilgrimage from different religions and worldviews,	Explain what matters about worshipping God	Apply the ideas of tolerance and respect to some tensions or problems in community relations, explaining their ideas on what makes for 'respect for all'. Explain 3+ similarities and differences between two

		Find out more about Jewish beliefs and ways of talking about God, responding for themselves to the ideas. Give at least two examples of Bible characters who 'got it wrong' and say what happened in the story.	Consider and discuss ideas such as 'a friendly building', 'a house of God', 'a spiritual space' and say what they think makes these buildings special.	giving ideas of their own. Say what they think about ethical questions such as whether charity is second best to justice, or whether every human is responsible for everyone else.	to Muslims. Explain what matters about worshipping gods and goddesses to Hindus. Explain what matters about worshipping Waheguru to Sikhs. Explain similarities and differences between different celebrations that are part of Christian worship.	global aid charities.
Skills	Pupils will practice the skills of suggesting a meaning in an artefact, symbol or religious practice.	Pupils will use and develop skills of discussion, observation, information gathering and remembering. Pupils will use their factual	Pupils will explore, discuss and apply concepts in their learning: Christian beliefs about creation, God, community and commitment to God and	Pupils will use listening, discussion and self-expression skills, including musical appreciation. Pupils will use and develop skills	Pupils will reflect on big questions about human values and behaviour. They will discuss, think and create responses to	Pupils will develop the ability to respond thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them

	Simple discussion skills, sharing and expressing their own ideas. Literacy skills including the ability to engage with stories, remember characters, infer meaning and enjoy retelling the stories. Pupils will use and develop their observation and thinking skills, applied to holy buildings.	knowledge to express, to suggest meanings in Jewish practice and to suggest what makes ancient stories valuable to some people today.	humanity. values, including love, generosity, patience, faithfulness, self-control. Discussion, gathering information from video, story, visual resources and where possible interviews or visits, inferring and suggesting meanings to religious practices. Pupils will practice the skills of inferring beliefs and ideas about values from stories, and will practice writing biographically about	of expressing understanding and handling varied perspectives on pilgrimage. Pupils will be able to recognize different reasonable ideas and describe varied religious practice and its meanings. Pupils will use and develop skills of discussion, observation, information gathering and remembering. They will use their factual knowledge to express their own ideas about making the world a better place.	the work for themselves. Applying the idea of inspiration, considering and weighing up factors in thinking about inspiration and leadership, Pupils will use information to address questions, in discussion and writing, developing and using their ability to make sense of key concepts. They will consider how to express respectful attitudes to people different from themselves.	in different religions. Pupils will use and develop skills of discussion, observation, information gathering and remembering. They will be able to interpret. They will use their factual knowledge to discuss and analyse the impact of Sikh belief on life and practice. Pupils will think reasonably about questions of community harmony and inter faith work. Pupils will gather, weigh up and use information through simple research. Pupils
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			inspirational figures. Pupils learn to observe, notice, name, describe and remember aspects of worship in different religious buildings.			will use skills of discussion, reasoning and argument in relation to questions about global issues.
Key concepts and words	Celebration, festival, religion, Christian, Jewish, Christmas, Hanukkah, synagogue, church, Jesus, God, Humanist, symbol, Bible, thankful, faith, belief, Easter, ark, Torah, bimah, church, altar, font, worship, holiness, sacred.	Humanist, non religious, Golden Rule belonging, religion, Muslim, Islam, Allah, Prophet, Muhammad, tawhid, Jewish, Judaism, synagogue, holy, symbol, ark, Torah, bimah, shabbat, creation story, worship, holiness, Christian, church, Bible, courage, persistence,	Religion, Christian, spiritual, Christmas, Easter, Pentecost, Harvest Festival, commitment, values, Hindu, murtis, gods and goddesses, karma, dharma, festivals, ritual, symbol (including the Aum symbol), community, commitment, values, Muslim, Jewish, Prophet, Exodus, Law	Religion, Christian, spiritual, worship, devotion, belief, self-expression, Muslim, Hindu, Humanist, beliefs, life after death, destiny, ritual, soul, commitment, values, heaven, paradise, pilgrim, pilgrimage, ritual, symbol, community, vision, goodness, 'what's gone	Religion, harmony, respect, persecution, prejudice, Beth Shalom, remembrance, bystander, upstander, Muslim, Hindu, Christian, prophet, mahatma, holiness, spiritual, inspiration, vision, symbol, community,	Religion, moral codes, Ten Commandments, Letters of Saint Paul, Trinity, Incarnation, Holy Spirit, Buddhist Precepts, sources of wisdom, Torah, Bible, Qur'an, Hadith, Humanist, rationalist, Guru, Sikh, Khalsa, Gurudwara, Langar, Guru Granth Sahib, Sewa, spiritual ideals, inter-faith, harmony, tolerance,

		forgiving, God, Creator.	giver, Messiah, Allah, Qur'an, New Testament, Gospel, inspiration, role model, Islam, worship, church, mosque, mandir, Trinity, gods and goddesses, liturgy, prayer, sacred.	wrong with the world?', 'what makes the world a better place?' charity, justice.	commitment, values, Muslim keywords will include: 5 Pillars, Prophet, Allah, Iman (faith), akhlaq (character or moral conduct) Hindu keywords will include: murtis, Brahman, gods and goddesses, ahimsa. Sikh keywords will include: Waheguru, langar, sewa, Mul Mantar, Guru Granth Sahib. Non-religious keywords include: atheist, agnostic. Festival, incarnation, resurrection,	respect, moral values, religious plurality, atheist, agnostic, charity, ahimsa, ummah, agape, justice, faith.
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					Christmas, Easter, Pentecost, Eucharist, Gospel, trinity, Holy Spirit,	
Religions Covered	Christianity Islam Judaism	Christianity Judaism Islam Humanism	Christianity Hinduism Islam	Christianity Hinduism Humanism Islam	Christianity Islam Judaism	Christianity Humanism Islam Sikhism
Enrichment	Visit Christian Church Christmas and Easter lessons	Visit Jewish Synagogue Christmas and Easter lessons	Visit Hindu Mandir Hinduism Day Christmas and Easter lessons	Visit Islamic Mosque Christmas and Easter lessons	Visit to/from the National Holocaust Museum Christmas and Easter lessons	Visit Sikh Gurdwara Christmas and Easter lessons

Themes of understanding

	Religious ideas and beliefs: What do people believe?	Imagination in R&W: How is faith expressed creatively?	Meanings in religious life: What do rituals and symbols mean?	Living well together: How is community life built up?	Fasting and feasting: What do celebrations and festivals mean?	Holiness: What words, actions, people, are sacred to whom, and why?
Y1	Christian beliefs about Jesus in stories of Christmas and Easter	Music, stories and holy buildings as creative expression.	Symbols at festivals and in holy buildings – what do they mean?	Community life seen at festivals and in holy buildings	Varied festivals – what goes on? What do people enjoy? What stories are told?	Sacred is 'a religious kind of special' Words, buildings and people may be sacred or holy.
Y2	Jewish, Muslim, Humanist and /or Sikh ideas & beliefs about God & the world	How local communities use music, stories & holy buildings as creative expression	Examples of Muslim, Sikh, Jewish and/or Christian rituals and symbols	Ways of belonging for members of different religions and worldviews	What stories are told at festivals and what link are there to the celebrations?	What stories are sacred in different religions and why?
Y3	Beliefs and ideas about prayer and worship from religions and non-religious worldviews	Creative expressions of faith in festivals, poetry, symbols and rituals.	Rituals and symbols of prayer, worship, using holy texts and at life's key moments.	Teachings and ideas from holy texts about belonging and fellowship in different faiths + ways of life.	Prayers, worship and holy texts are used to give meaning to celebrations.	Sacred days, people and texts matter in different religions. Describe some examples.
Y4	Beliefs about life after death. Beliefs and ideas about the stories behind festivals.	Faith and belief expressed in pilgrimage, music, worship and art.	Rituals and symbols used in prayer, and by Hindus and Christians at various festivals.	Ideas about belonging to one world, one human race - links to varied religious ways of belonging.	What are the similarities and differences between varied festivals and how can we explain them?	Music, journeys and special days can all be sacred. How and why?
Y5	The impacts of beliefs and ideas on action and behaviour.	Creative responses to life stories, art, architecture and music.	Explaining ritual & symbol in art and architecture - Muslim, Christian & Humanist EGs.	The roles of shared belief, celebration and stories in strengthening our sense of belonging.	What beliefs underlie varied celebrations? How are they expressed?	Religions use ideas of the sacred in varied ways, but most Humanists don't.
Y6	Connections between different beliefs and ideas and ways of living.	Expressing religious, spiritual and belief-based ideas in varied creative forms.	Sikh and Christian EGs of ways in which ritual and symbol honour what is holy.	Belonging to our local communities in Notts: building respect and acceptance.	What is worth celebrating or remembering and why? How do religions do this?	What is distinct about the sacred in different religions? What might be sacred to all humanity?

Agreed Syllabus for Religious Education in Nottingham City and Nottinghamshire 2026 – 2031, p. 109.