



Pirbright Village Primary School

Progression of Knowledge in RELIGIOUS EDUCATION

Subject Intent	At PVPS, RE plays an important role in the development of the spiritual, moral, social and cultural development of our pupils (including British values). Our Pirbright Pyramid displays the three areas that underpin teaching RE: Community, Curriculum and Care (pastoral). Through our values we promote respect, diversity and tolerance towards others with different world views and encourage pupils to develop their sense of identity and belonging through self-awareness and reflection.
Progression of Skills	
Year 1	<p>Substantive knowledge (learning about religion):</p> <ul style="list-style-type: none"> • I can recognise that people have different beliefs, stories, and ways of living. • I can identify some beliefs, practices, places, and objects in Christianity and one other religion. <p>Disciplinary knowledge (ways of thinking):</p> <ul style="list-style-type: none"> • Theology: I can retell simple religious stories and say what they show about God or belief. • Philosophy: I can ask simple questions about meaning (e.g. "Why is this important?"). • Human/Social Sciences: I can notice how people live and celebrate. <p>Personal reflection:</p> <ul style="list-style-type: none"> • I can talk about my own ideas, feelings, and experiences. <p>Communication:</p> <ul style="list-style-type: none"> • I can share my ideas through talk, drawing, drama, and simple writing.
Year 2	<p>Substantive knowledge:</p> <ul style="list-style-type: none"> • I can describe beliefs and practices in Christianity and another religion (e.g. Islam). • I can recognise similarities and differences in how people live and worship. <p>Disciplinary knowledge:</p> <ul style="list-style-type: none"> • Theology: I can say what religious stories and teachings mean for believers. • Philosophy: I can ask questions about right and wrong and what matters. • Human/Social Sciences: I can describe how religion affects daily life (e.g. prayer, care for the world). <p>Personal reflection:</p> <ul style="list-style-type: none"> • I can make simple links between my own experiences and those of others. <p>Communication:</p> <ul style="list-style-type: none"> • I can present ideas clearly using a range of methods (including ICT).
Year 3	<p>Substantive knowledge:</p> <ul style="list-style-type: none"> • I can describe beliefs and practices in Christianity and another religion (e.g. Islam). • I can recognise similarities and differences in how people live and worship. <p>Disciplinary knowledge:</p> <ul style="list-style-type: none"> • Theology: I can say what religious stories and teachings mean for believers.

	<ul style="list-style-type: none"> • Philosophy: I can ask questions about right and wrong and what matters. • Human/Social Sciences: I can describe how religion affects daily life (e.g. prayer, care for the world). <p>Personal reflection:</p> <ul style="list-style-type: none"> • I can make simple links between my own experiences and those of others. <p>Communication:</p> <ul style="list-style-type: none"> • I can present ideas clearly using a range of methods (including ICT).
Year 4	<p>Substantive knowledge:</p> <ul style="list-style-type: none"> • I can describe beliefs and practices in Christianity and another religion (e.g. Islam). • I can recognise similarities and differences in how people live and worship. <p>Disciplinary knowledge:</p> <ul style="list-style-type: none"> • Theology: I can say what religious stories and teachings mean for believers. • Philosophy: I can ask questions about right and wrong and what matters. • Human/Social Sciences: I can describe how religion affects daily life (e.g. prayer, care for the world). <p>Personal reflection:</p> <ul style="list-style-type: none"> • I can make simple links between my own experiences and those of others. <p>Communication:</p> <ul style="list-style-type: none"> • I can present ideas clearly using a range of methods (including ICT).
Year 5	<p>Substantive knowledge:</p> <ul style="list-style-type: none"> • I can explain and compare beliefs, practices, and worldviews across religions (e.g. Christianity and Islam). <p>Disciplinary knowledge:</p> <ul style="list-style-type: none"> • Theology: I can analyse how beliefs are expressed in different ways. • Philosophy: I can explore ethical questions and justify my opinions. • Human/Social Sciences: I can analyse how religion influences behaviour and community life. <p>Use of evidence:</p> <ul style="list-style-type: none"> • I can select and use sources to support comparisons and explanations. <p>Critical thinking:</p> <ul style="list-style-type: none"> • I can identify similarities and differences and explain their significance. <p>Personal reflection:</p> <ul style="list-style-type: none"> • I can justify my views using reasons and examples. <p>Communication:</p> <ul style="list-style-type: none"> • I can present balanced arguments in a range of forms.
Year 6	<p>Substantive knowledge:</p> <ul style="list-style-type: none"> • I can explain and compare beliefs, practices, and worldviews across religions (e.g. Christianity and Islam). <p>Disciplinary knowledge:</p> <ul style="list-style-type: none"> • Theology: I can analyse how beliefs are expressed in different ways. • Philosophy: I can explore ethical questions and justify my opinions. • Human/Social Sciences: I can analyse how religion influences behaviour and community life.

Use of evidence:

- I can select and use sources to support comparisons and explanations.

Critical thinking:

- I can identify similarities and differences and explain their significance.

Personal reflection:

- I can justify my views using reasons and examples.

Communication:

- I can present balanced arguments in a range of forms.

EYFS**Autumn****Spring****Summer**

- To know that every person is unique and valuable.
- To understand that some people believe God made them and loves them even before they are born (e.g. Psalm 139 in Judaism and Christianity).
- To identify similarities and differences between themselves and others, including friends.
- To know that religious people have different ways of showing they belong together.
- To describe how new babies are welcomed and recognise times of year when new life can be seen, such as Spring.
- To know that children are important and have rights.

- To know that celebrations are joyful occasions and are often a time to say "thank you".
- To know that Christians celebrate festivals such as Harvest, Christmas, and Easter, and that other religions have their own special celebrations.
- To understand that everyone has a birthday and that this is a special day celebrated each year.
- To know that the world is a place of wonder and that some people believe it was created by God, as told in their sacred stories.
- To know that people may have places that are special to them, including buildings where they go to think and learn about God.
- To understand that some people feel close to God in special places, while others feel close to God anywhere.

- To know that people can have favourite stories and that stories can teach important lessons.
- To understand that stories can communicate ideas and values about how to live.
- To know that some books are sacred to religious groups (e.g. the Bible, Torah, and Qur'an) and include teachings about God.
- To know that some stories are about special people such as Jesus and Moses.
- To recall two different creation stories.
- To identify reasons why the world is a special place, recognise ways it can be harmed, and how people can look after and care for the world.

Year 1**Autumn****Spring****Summer****Earth, Wind & Fire****Far, Far Away****Nurturing Nature****Autumn 1: Christianity**

- To understand that most Christians believe God is loving, generous, and the creator

Spring 1: Judaism

- To understand what it means to treat something with respect, and why the

Summer 1: Judaism

- To understand why rest from work is important for everyone and how this idea

<p>of the world, and that worship and giving are responses to who God is and what He has given.</p> <ul style="list-style-type: none"> To explain how Christian beliefs about creation and God's generosity are reflected in the Creation account, the life of Jesus, and celebrations such as Harvest. To talk about their own emotions (e.g. about special books, creation, and thankfulness) and compare these with the feelings expressed by Christians in religious stories and practices. <p>Autumn 2: Christianity</p> <ul style="list-style-type: none"> To understand that most Christians believe Jesus is God's Son, born as a baby (the Incarnation), and that he is both fully human and fully divine. To identify the key characters in the Nativity and explain how people in the story responded to Jesus, including why he is the most important part of the Christmas story for Christians. To describe similarities and differences in how Christians and others around the world celebrate Christmas, and how these celebrations reflect beliefs about Jesus. 	<p>Torah is treated with great respect in Judaism.</p> <ul style="list-style-type: none"> To know that the Torah is the Jewish holy book, written in Hebrew as a scroll, and that it contains rules to help Jewish people live good and fair lives and worship God, whose name is considered holy. To explain how the way the Torah is treated reflects Jewish beliefs about it containing God's holy words, and to understand the role of the synagogue as a place of prayer where the Torah is kept. <p>Spring 2: Christianity</p> <ul style="list-style-type: none"> To describe the key events in Jesus' life from his birth, through adulthood, to his ascension, and understand what most Christians believe his purpose on Earth was (salvation). To identify similarities and differences between their own life experiences and those of Jesus. To explain how most Christians try to live their lives by following the example set by Jesus. 	<p>is reflected in religious practices such as Shabbat.</p> <ul style="list-style-type: none"> To know that Shabbat is a Jewish time of rest that remembers God resting on the seventh day of creation, and that it lasts from Friday sunset to Saturday sunset with special symbols marking its beginning and end. To explain how Shabbat, including the Friday night meal, is an important part of Jewish family life and helps Jewish people feel closer to God. <p>Summer 2: Thematic</p> <ul style="list-style-type: none"> To understand that the world is precious and our shared home, and that everyone can make a difference in caring for it through their actions. To explain what creation accounts teach about looking after the world and how many Christians, Jews, and Muslims show God's love for the world through the way they treat it. To describe celebrations such as Tu B'Shevat and explore how traditions, including preserving and preparing for the future, show appreciation for the natural world.
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Year 2		
Autumn	Spring	Summer
Passports to the World	Living, Dead and Never Been Alive	Victorians
<p>Autumn 1: Christianity</p> <ul style="list-style-type: none"> To understand that people use pictures and words to convey meaning, and how these can be used to describe what God is like. To know that the Bible contains many different images and descriptions of God, 	<p>Spring 1: Islam</p> <ul style="list-style-type: none"> To understand that the words 'Islam' and 'Muslim' come from the Arabic word salaam meaning 'peace', and that Muslims believe Muhammad (PBUH) is the final prophet and messenger of Allah. 	<p>Summer 1: Islam</p> <ul style="list-style-type: none"> To know that Muslims use the 99 names of Allah to describe His qualities, and that they often represent Allah through words rather than images.

<p>and that these shape Christian beliefs, including the belief that God loves all people.</p> <ul style="list-style-type: none"> To discuss ideas about what God might be like, using religious images and words, while listening respectfully to others and expressing their own thoughts clearly. <p>Autumn 2: Christianity</p> <ul style="list-style-type: none"> To understand that giving is important in communities as a way of helping others and building relationships, and that most Christians believe God's nature is to give, shown through the gift of Jesus. To know that worship is a way of giving to God, and that Christians give in different ways, including prayer, volunteering, and supporting others, as part of belonging to God's Kingdom. To explain how the Church is both a building and a community, and how giving at Christmas reflects Christian beliefs about God's gift of Jesus and the gifts brought by the wise men. 	<ul style="list-style-type: none"> To know that the Qur'an is the sacred book of Islam, written in Arabic, and that Muslims believe it contains the words of Allah revealed to Muhammad (PBUH) by the Angel Jibreel. To explain why Muhammad (PBUH) is considered the best example of a Muslim and how Muslims try to follow his teachings and way of life. <p>Spring 2: Christianity</p> <ul style="list-style-type: none"> To know that Christians often call Jesus 'Saviour' and that 'salvation' is a key belief, including the idea that Jesus offers forgiveness and 'saves' people. To describe stories from the Bible where Jesus helped and 'rescued' people, often those who were poor, sick, or friendless, and how lives (e.g. Zacchaeus) were changed by meeting him. To explain how the elements of an Easter garden symbolise Jesus' death and resurrection, and how these connect to the Christian belief in salvation. 	<ul style="list-style-type: none"> To understand that Muslims worship Allah through prayer, including the importance of ritual cleanliness and facing Makkah. To explain how different physical positions in prayer help Muslims focus on Allah and express their beliefs through worship. <p>Summer 2: Thematic</p> <ul style="list-style-type: none"> To understand that being a leader is an important role that comes with responsibilities, and that leaders often show qualities such as caring for others and following their beliefs. To know that religions have leaders, such as Jesus for Christians, whose teachings and example are still followed today. To explain how people are influenced by the example of leaders and others, and how they can also influence others through their own actions.
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Year 3

Autumn	Spring	Summer
Clubs and Cavemen	Exhilarating Egyptians	Engaging Environment
<p>Autumn 1: Christianity</p> <ul style="list-style-type: none"> To know that the Bible is made up of different books, is very old, and is treasured by Christians around the world as a way of learning about God. To understand that most Christians see the Bible as one big (unfinished) story, with links between Genesis and the events of Christmas and Easter. To explain why the stories of Jesus' birth, life, death, and resurrection are central to 	<p>Spring 1: Judaism</p> <ul style="list-style-type: none"> To know that covenants are special promises between God and His people (e.g. Abraham and Moses), and that mitzvot and the Shema guide Jewish people in living a good life. To describe how Jewish people mark important life events (e.g. Bar/Bat Mitzvah and weddings) and celebrate festivals such as Pesach and Sukkot, remembering God's provision. 	<p>Summer 1: Islam</p> <ul style="list-style-type: none"> To know that Muslims believe there is only one God (Tawhid), that Allah has no equal, and that the Qur'an is His final revelation to humanity given to the Prophet Muhammad (pbuh). To understand that reading the Qur'an in Arabic is an act of worship, and that its teachings are an important source of guidance for how Muslims live their lives.

<p>this story, and how the Bible provides guidance, comfort, and encouragement for Christians.</p> <p>Autumn 2: Christianity</p> <ul style="list-style-type: none"> To understand that Christian art uses symbols and words to express ideas about God, and has been used for over 2,000 years as a way to worship and communicate belief. To explain how images such as the cross and Nativity art represent Christian beliefs about the Incarnation and Salvation. To know that most Christians believe God came to earth as Jesus, that his life shows his identity as God, and that his death makes salvation possible for all people. 	<ul style="list-style-type: none"> To explain the importance of Shabbat in the home and synagogue, and how different Jewish people may interpret and follow its rules. <p>Spring 2: Christianity</p> <ul style="list-style-type: none"> To know that encounters with Jesus changed people's lives, that he welcomed ordinary people and those seen as outcasts, and that his miracles showed he was God's Son. To understand that relationships can be damaged and restored, and that Jesus taught and modelled forgiveness as a way to build and mend relationships. To explain how most Christians believe Jesus still changes lives, offering forgiveness and eternal life, and how his example guides how they treat others. 	<ul style="list-style-type: none"> To explain how Muslims worship through salah as part of ibadah, the role of the mosque and imam, and how prayer practices (including standing together as equals) reflect unity within the Ummah. <p>Summer 2: Thematic</p> <ul style="list-style-type: none"> To understand that both religious and non-religious people make promises to show commitment and build strong relationships, sometimes 'before God'. To know that promises are made throughout life (e.g. caring for a baby, joining a faith community, marriage) and can be challenging to keep. To explain how many Sikhs and Christians make promises to show love for God and others, and how these commitments are demonstrated through their actions.
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Year 4				
Autumn		Spring		Summer
Cracking Contraptions	Extreme Earth	Are All Animals The Same?	Myths and Legends	Should We Thank The Romans
<p>Autumn 1: Sikhism</p> <ul style="list-style-type: none"> To know that Guru Nanak Ji was the founder of Sikhi, that 'guru' means teacher, and that Sikhs believe in one God (Ik Onkar) who is present in all living things, with ten human Gurus in total. To understand that equality is central to Sikh belief, and to describe key features of Sikh identity, including the Five Ks, the Nishan Sahib, and the importance of the Guru Granth Sahib Ji as a living Guru. To explain the role of the Gurdwara and home worship, and how Sikhs live out their faith through the three main duties: Pray, Work, and Give. 		<p>Spring 1: Christianity</p> <ul style="list-style-type: none"> To know that most Christians believe God's Kingdom is God's rule on earth, that Jesus is its ruler, and that followers of Jesus are part of the Church and God's Kingdom. To understand that Jesus taught his followers how to live in God's Kingdom, including how they should treat others, use their time, and manage their money. To explain how Christians today try to live according to Jesus' teachings as members of God's Kingdom. <p>Spring 2: Christianity</p>		<p>Summer 1: Humanism</p> <ul style="list-style-type: none"> To understand what is meant by "non-religious" and "worldview," and to know key beliefs of Humanism, including the importance of freedom to choose one's own beliefs. To describe why celebrating the birth of a baby is important to individuals and communities, and to compare how religious and non-religious people mark these occasions. To explain how ceremonies celebrating new life can shape identity and belonging, and to consider how "new life"

<p>Autumn 2: Christianity</p> <ul style="list-style-type: none"> To know that covenants are agreements that establish relationships, and that the history of Israel in the Bible is shaped by these covenants. To understand that the New Covenant is the promise of salvation for all people, made possible through the death and resurrection of Jesus. To explain how Christians believe the New Covenant is a relationship between God and people, showing God's caring nature and the fulfilment of His promises through Jesus Christ. 	<ul style="list-style-type: none"> To know that Jesus was Jewish and celebrated Passover, and to explain how the Last Supper is linked to the Passover meal. To describe the events of the Last Supper, including what Jesus said to his disciples, and understand that most Christians believe Jesus chose to die and is remembered through the symbols of communion. To explain how communion is both a remembrance and a celebration, and how sharing it expresses thankfulness, unity, and connection among Christians. 	<p>can also represent new beginnings and personal journeys.</p> <p>Summer 2: Thematic</p> <ul style="list-style-type: none"> To know that a creed is a set of core beliefs, and that many religions and worldviews (including Christianity, Judaism, Islam, and Humanism) have key teachings that summarise what is important to their followers. To understand that beliefs (words) and actions are closely connected, and that what people believe influences how they behave both individually and in communities. To explain how important teachings impact the way people live, and why both words and actions are needed to create and sustain strong communities.
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Year 5		
Autumn	Spring	Summer
To Infinity and Beyond & In Your Imagination	Journey Around the World & Diversity of life	Raiders & Invaders
<p>Autumn 1: Christianity</p> <ul style="list-style-type: none"> To know that the creation narrative is shared by Jews, Christians, and Muslims, and that it marks the beginning of the 'big Bible story'. To understand that most Christians believe God created the world, gave humans responsibility and free will, and that human choices led to suffering, with the hope that God will one day restore creation. To explain that Christian beliefs about creation can differ within and between denominations, and to explore some of these different perspectives. 	<p>Spring 1: Islam</p> <ul style="list-style-type: none"> To know that Islam is a monotheistic religion and that Muslims believe Allah is eternal, all-knowing (omniscient), and all-powerful (omnipotent), and that believers can approach Him through prayer and recitation of the Qur'an. To understand how the Hadith and the Five Pillars of Islam guide Muslims in how to live, and the role of the Two Angels in recording a person's actions. To explain how daily practices and celebrations, such as Eid-ul-Fitr and Eid-ul-Adha, support Muslims in living a good and faithful life. 	<p>Summer 1: Christianity</p> <ul style="list-style-type: none"> To know that most Christians believe the Church is part of God's Kingdom and that the Holy Spirit is active in the world, in individuals, and within the Church. To understand that Pentecost is seen as the birth of the Church, and that practices such as baptism, communion, worship, and service show membership of the Church. To explain how the Church has spread around the world, is diverse in its expression, and reflects the inclusive message of Jesus. <p>Summer 2: Thematic</p>

<p>Autumn 2: Hinduism</p> <ul style="list-style-type: none"> To know that Hinduism (Sanatana Dharma) teaches belief in one Supreme Being, Brahman, and that every living thing contains a spark of Brahman (atman). To understand how beliefs in Brahman and atman shape Hindu living, including the principles of ahimsa and dharma, and how duties can vary for different people and stages of life. To describe the importance of worship (puja and arti) and explain what the story of Rama and Sita teaches Hindus about dharma and how to live. 	<p>Spring 2: Christianity</p> <ul style="list-style-type: none"> To know that most Christians believe humans were created for a relationship with God, and that God is a rescuer who came to earth in the person of Jesus. To understand that Jesus' life, death, and resurrection are central to God's rescue plan, including beliefs about atonement (rescue from sin) and victory over death. To explain how the Christian story of salvation influences how believers live and understand their relationship with God. 	<ul style="list-style-type: none"> To understand that identity is unique to each person and can be shaped by personality, beliefs, background, education, and experiences. To explain how words, festivals, and customs shape the identity of many Christians, Jews, and Muslims, and how teachings such as the Buddhist Eightfold Path influence how people think and live. To reflect on what has shaped their own beliefs and identity, including their experiences within the school community and preparation for moving to secondary school.
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Year 6

Autumn	Spring	Summer
To Be A Child In WWII	Marvellous Me!	Visit To Central & South America
<p>Autumn 1: Judaism</p> <ul style="list-style-type: none"> To know that the Shema expresses key Jewish beliefs and is a commandment, and that the Torah is central as a source of law, teaching, and guidance. To describe the role of the synagogue and home as places of worship, learning, and gathering, and to explain how objects and clothing link to teachings from the Torah and Jewish history. To explain how remembering the past (e.g. Yom Kippur) and following mitzvot guide Jewish people to live out values such as justice (Tzedek), loving kindness (Chessed), good deeds (Gemilut Chasadim), and repairing the world (Tikkun Olam). <p>Autumn 2: Christianity</p>	<p>Spring 1: Judaism</p> <ul style="list-style-type: none"> To know that most Christians believe God is the Trinity—Father, Son, and Holy Spirit—three persons in one God, equal yet distinct, and that this belief is often described as a mystery. To understand that symbols are used to help explain the Trinity and that each Person has a distinct role while still being one God. To explain how Christians believe God is present with them through the Holy Spirit, and how this belief influences the way they live. <p>Spring 2: Buddhism</p> <ul style="list-style-type: none"> To know the story of how Prince Siddhartha Gautama became the Buddha, understand that 'Buddha' means 	<p>Summer 1: Christianity</p> <ul style="list-style-type: none"> To know that most Christians believe they have new, eternal life in Jesus and are called to live distinctively as part of God's Kingdom. To understand that Christians believe they are called to act justly, love mercy, and live humbly, enabled by the Holy Spirit. To explain how Christians put their beliefs into action at personal, local, national, and global levels. <p>Summer 2: Thematic</p> <ul style="list-style-type: none"> To know that many worldviews seek to explain how and why the world began, including religious, non-religious, and scientific perspectives. To understand that there are a wide range of beliefs about the origin of the world, with some common themes, and

<ul style="list-style-type: none"> • To know that a prophecy is a message from God and to understand how prophecies are used within the Bible. • To explain how many Christians believe Old Testament prophecies foretold Jesus' birth, life, and death, and how Jesus fulfilled these as the Messiah, including the words of Simeon. • To describe what Jesus said about himself, including his predictions of his death and resurrection, and how these shape Christian beliefs about him as the Messiah. 	<p>'enlightened one', and that Buddhism does not teach belief in a supreme deity.</p> <ul style="list-style-type: none"> • To understand the Four Noble Truths and the Eightfold Path as the Middle Way, and how these teachings explain and aim to end suffering (dukkha) and lead to enlightenment (Nirvana). • To explain the role of meditation in developing Right Concentration, recognise artefacts used in meditation, and understand the difference between worship and meditation in Buddhism. 	<p>that some include a divine creator while others do not (e.g. scientific or Buddhist perspectives).</p> <ul style="list-style-type: none"> • To explain how beliefs about the origin of the world can shape a person's worldview and influence their actions.
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