

Dingle Community Primary School



RE Curriculum

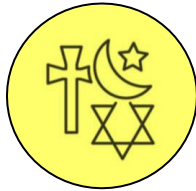
Key Concepts Progression

At Dingle Community Primary, RE is planned so that pupils revisit and deepen the key concepts of Philosophy, Theology, Human and Social Science, Tradition and Belief across Reception, Key Stage 1 and Key Stage 2. Through RE Today and the Dudley Agreed Syllabus, pupils build a secure understanding of major world religions and non-religious worldviews, with particular emphasis on Christianity. Their learning progresses from noticing and describing to explaining, comparing, analysing and evaluating, with substantive concepts of Dharma, Incarnation, Salvation and Gospel revisited and embedded throughout.

Philosophy



Year Groups	Knowledge	Skills	Vocabulary
Reception	<i>Pupils know that people ask big questions about themselves, others, the world and God. They know that stories and pictures can help people think about meanings.</i>	<i>Ask simple questions, notice similarities and differences, and share ideas about what matters.</i>	<i>question, think, same, different, special, kind, world</i>
Year 1 and 2	<i>Pupils know that religious and non-religious people ask questions about belonging, truth, fairness, God and right and wrong.</i>	<i>Talk about big questions, listen to others and give simple reasons for ideas.</i>	<i>belief, question, answer, right, wrong, fair, truth</i>
Year 3 and 4	<i>Pupils know that religions offer different answers to questions about life, God, suffering, behaviour and meaning.</i>	<i>Compare viewpoints, explain ideas and begin to support views with reasons.</i>	<i>meaning, purpose, morality, evidence, viewpoint, compare</i>
Year 5 and 6	<i>Pupils know that philosophical questions can have more than one possible answer and that people may disagree for good reasons.</i>	<i>Discuss and evaluate ideas, use evidence and reasoning, and present balanced conclusions.</i>	<i>argue, evaluate, perspective, justification, interpretation, philosophy</i>



Theology

Year Groups	Knowledge	Skills	Vocabulary
Reception	<i>Pupils know that stories, symbols and artefacts can tell us what people believe.</i>	<i>Notice key details in stories, pictures and objects and say what they might mean.</i>	<i>story, symbol, special, God, prayer, holy</i>
Year 1 and 2	<i>Pupils know that religious texts and stories teach followers about God, goodness and how to live.</i>	<i>Retell and describe religious stories, identify key messages and talk about meanings.</i>	<i>Bible, Qur'an, Torah, Guru, story, meaning, God</i>
Year 3 and 4	<i>Pupils know that religious beliefs are drawn from sacred texts, teachings, symbols and traditions.</i>	<i>Interpret sources, explain beliefs using evidence and make links between text and meaning.</i>	<i>scripture, sacred, teaching, symbol, revelation, interpret</i>
Year 5 and 6	<i>Pupils know that religious beliefs may be understood differently by different people and groups.</i>	<i>Analyse beliefs, compare interpretations and explain how theology shapes practice and identity.</i>	<i>theology, doctrine, incarnation, salvation, gospel, interpretation</i>



Human and Social Science

Year Groups	Knowledge	Skills	Vocabulary
Reception	<i>Pupils know that people in religious communities do things in different ways, such as praying, celebrating and helping others.</i>	<i>Observe, describe and talk about what people do and why it might matter to them.</i>	<i>community, worship, celebrate, help, visit, people</i>
Year 1 and 2	<i>Pupils know that religious practice happens at home, in places of worship and in the wider community.</i>	<i>Identify features of lived religion, ask questions and make simple comparisons.</i>	<i>mosque, church, temple, synagogue, gurdwara, family</i>
Year 3 and 4	<i>Pupils know that religion is lived differently by different people, communities and traditions.</i>	<i>Use examples, interviews, artefacts and information to explain how belief is practised.</i>	<i>practice, community, tradition, artefact, observe, survey</i>
Year 5 and 6	<i>Pupils know that religion is diverse and influenced by history, place, culture and personal identity.</i>	<i>Analyse patterns, compare communities and explain differences within and between religions.</i>	<i>diversity, identity, lived religion, culture, data, evidence</i>



Tradition

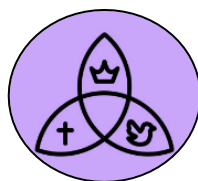
Phase	Knowledge	Skills	Vocabulary
Reception	<i>Pupils know that religions have special celebrations, stories, objects and places.</i>	<i>Recognise and talk about festivals, celebrations and sacred places.</i>	<i>festival, celebration, special, holy, place, tradition</i>
Year 1 and 2	<i>Pupils know that traditions help believers remember important events, people and beliefs.</i>	<i>Describe religious customs, compare traditions and explain why they may matter.</i>	<i>custom, ritual, festival, worship, remember, belonging</i>
Year 3 and 4	<i>Pupils know that traditions can connect the present to the past and help faith communities' express belief.</i>	<i>Explain the significance of rituals and customs and make links to belief and identity.</i>	<i>tradition, ritual, significance, ceremony, heritage, community</i>
Year 5 and 6	<i>Pupils know that traditions may vary within a religion and may change over time while still remaining meaningful.</i>	<i>Compare traditions across communities, explain continuity and change, and evaluate significance.</i>	<i>legacy, continuity, change, diversity, significance, practice</i>

Belief



Year Groups	Knowledge	Skills	Vocabulary
Reception	<i>Pupils know that people believe different things and show this in how they live.</i>	<i>Talk about what people care about and why they might do certain things.</i>	<i>believe, care, follow, pray, kind, special</i>
Year 1 and 2	<i>Pupils know that followers of religions have beliefs about God, special people, holy books and how to live well.</i>	<i>Identify beliefs from stories, artefacts and celebrations and make simple links to behaviour.</i>	<i>believer, faith, prayer, holy, commandments, God</i>
Year 3 and 4	<i>Pupils know that belief influences worship, ethics, identity and belonging.</i>	<i>Explain how beliefs shape actions and begin to compare different forms of commitment.</i>	<i>commitment, belief, influence, identity, morality, sacred</i>
Year 5 and 6	<i>Pupils know that beliefs may be shared, interpreted or practised differently within a faith community.</i>	<i>Analyse how belief connects to action, community and worldview and justify responses with evidence.</i>	<i>worldview, commitment, conviction, interpretation, ethics, authority</i>

Progression of substantive concepts



Dharma

Year Groups	Knowledge	Skills	Vocabulary
Reception	<i>Pupils know that some people try to do the right thing and be good.</i>	<i>Talk about right action, helpfulness and responsibility.</i>	<i>right, good, kind, help</i>
Years 1 and 2	<i>Pupils know that Hindu and Sikh beliefs include ideas about duty and doing what is right.</i>	<i>Recognise examples of duty and good action in stories and lived religion.</i>	<i>duty, right, good, help, respect</i>
Years 3 and 4	<i>Pupils know that dharma is linked to duty, right living and responsibility in Hindu traditions.</i>	<i>Explain how dharma influences choices and actions.</i>	<i>dharma, duty, responsibility, action, morality</i>
Years 5 and 6	<i>Pupils know that dharma can be understood in different ways and connects to identity, ethics and life purpose.</i>	<i>Compare interpretations and evaluate the role of dharma in life and belief.</i>	<i>dharma, ethics, purpose, interpretation, tradition</i>

Incarnation

Year Groups	Knowledge	Skills	Vocabulary
Reception	Pupils know that Christians celebrate Jesus at Christmas and believe he is special.	Recognise Jesus in stories of Christmas and think about why Christians value him.	Jesus, Christmas, special, baby, God
Years 1 and 2	Pupils know that Christians believe Jesus is God's Son and that Christmas celebrates his birth.	Retell the Nativity and identify why it matters to Christians.	Incarnation, Jesus, Son of God, Nativity, Christmas
Years 3 and 4	Pupils know that incarnation means God in human form and is central to Christian belief.	Explain how incarnation shapes Christian understanding of Jesus and his life.	Incarnation, human, divine, Jesus, Christ, belief
Years 5 and 6	Pupils know that incarnation is interpreted differently across Christian traditions and links to salvation and gospel.	Analyse theological meanings of incarnation and explain its significance for Christians.	Incarnation, theology, salvation, gospel, resurrection

Salvation

Year Groups	Knowledge	Skills	Vocabulary
Reception	<i>Pupils know that Christians believe Jesus helps people and brings hope.</i>	<i>Talk about rescue, hope, forgiveness and caring for others.</i>	<i>hope, help, rescue, forgive</i>
Years 1 and 2	<i>Pupils know that Christians believe Jesus shows love and that Easter is important to their beliefs.</i>	<i>Retell Easter stories and identify ideas of change, forgiveness and new life.</i>	<i>Easter, cross, forgiveness, hope, new life</i>
Years 3 and 4	<i>Pupils know that salvation is about rescue, forgiveness and being made right with God.</i>	<i>Explain Christian teachings about salvation using Bible references and examples.</i>	<i>salvation, forgiveness, rescue, sin, cross, resurrection</i>
Years 5 and 6	<i>Pupils know that Christians may understand salvation in different ways.</i>	<i>Compare interpretations, evaluate meanings and discuss how salvation influences life and worship.</i>	<i>salvation, atonement, resurrection, redemption, grace</i>

Gospel

Year Groups	Knowledge	Skills	Vocabulary
Reception	<i>Pupils know that Christians read Bible stories about Jesus and his love for others.</i>	<i>Listen to and retell stories about kindness, healing and welcome.</i>	<i>Bible, story, Jesus, love, kindness</i>
Years 1 and 2	<i>Pupils know that the Gospels tell the story of Jesus' life and teachings.</i>	<i>Identify messages in Gospel stories and talk about how Christians might live them out.</i>	<i>Gospel, Jesus, teach, parable, love, neighbour</i>
Years 3 and 4	<i>Pupils know that the Gospels are the four books in the New Testament about Jesus' life, death and resurrection.</i>	<i>Use Gospel texts to explain Christian beliefs and actions.</i>	<i>Gospel, Matthew, Mark, Luke, John, parable, disciple</i>
Years 5 and 6	<i>Pupils know that the Gospels shape Christian theology, worship and ethics.</i>	<i>Compare Gospel accounts, interpret meanings and evaluate their impact on Christian life.</i>	<i>Gospel, interpretation, account, message, ethics, authority</i>

Reception

Pupils will:

- recognise religion in the world around them
- explore stories, celebrations, special places and people
- begin to talk about belief, belonging and kindness
- develop early vocabulary through experience and discussion

Key Stage 1

Pupils will:

- identify key beliefs and practices in major religions
- learn about holy books, stories, festivals and places of worship
- make simple comparisons between religions and worldviews
- begin to use language from the key concepts

Lower Key Stage 2

Pupils will:

- deepen understanding of beliefs and how they shape practice
- interpret sacred texts and religious stories

- compare traditions within and between religions
- explain links between belief, identity and action

Upper Key Stage 2

Pupils will:

- explore diversity and interpretation within religions
- evaluate beliefs and practices in relation to modern life
- draw on theology, philosophy and social science more deliberately
- form reasoned, evidence-based responses to big questions