

Dingle Community Primary School

RE Curriculum

Progression in Religions

This RE progression document is designed to support teaching and learning from Reception to Year 6. It is structured by religion and reflects the increasing depth, complexity and independence expected across the primary phase. The sequence builds knowledge, disciplinary skills and vocabulary progressively, aligned to the RE Today unit structure across Units 1-42.

Christianity



Year Groups	Knowledge	Skills	Vocabulary
Reception	<i>Recognise that Christians believe in God and Jesus. Know that Christians go to church and celebrate festivals such as Christmas and Easter.</i>	<i>Notice similarities and differences between Christian stories, celebrations and places of worship. Talk about what is special to Christians.</i>	<i>God, Jesus, church, Bible, Christmas, Easter, prayer, Christian</i>
Year 1 and 2	<i>Know that Christians believe God is loving and caring. Know key Christian stories such as creation, Nativity, Easter and stories about Jesus. Know that Christians worship in churches and celebrate major festivals.</i>	<i>Retell key Christian stories. Identify beliefs shown in stories, art and worship. Ask and answer questions about Christian practice and meaning.</i>	<i>Bible, Gospel, disciple, parable, prayer, worship, church, candle, cross, altar</i>

Year Groups	Knowledge	Skills	Vocabulary
Year 3 and 4	<p><i>Know that Christians believe in the Trinity. Know that the Bible is divided into Old and New Testaments. Know how Christians show belief through worship, service and festivals.</i></p>	<p><i>Explain meanings in Christian stories and teachings. Compare different Christian denominations and practices. Use evidence from texts and artefacts.</i></p>	<p><i>Trinity, Father, Son, Holy Spirit, Testament, denomination, sacrament, forgiveness, salvation</i></p>
Year 5 and 6	<p><i>Know about diversity within Christianity, including Anglican, Catholic, Orthodox and non-denominational traditions. Understand different interpretations of key Christian beliefs. Know how belief influences moral action and worship.</i></p>	<p><i>Compare and contrast Christian viewpoints. Evaluate how beliefs affect behaviour, identity and community. Support responses with religious sources and reasoned argument.</i></p>	<p><i>creed, incarnation, resurrection, salvation, communion, denomination, tradition, ethical, sacred</i></p>

Islam

Year Groups	Knowledge	Skills	Vocabulary
Reception	<i>Recognise that Muslims believe in Allah and follow the teachings of the Prophet Muhammad. Know that Muslims pray and may visit a mosque.</i>	<i>Notice what is special in Muslim daily life, prayer and celebrations. Talk about artefacts, dress and places of worship.</i>	<i>Allah, Muslim, mosque, prayer, Ramadan, Eid, Qur'an, Prophet Muhammad</i>
Year 1 and 2	<i>Know that Muslims believe in one God, Allah. Know some features of Muslim worship, including prayer, wudu and the mosque. Know that Ramadan and Eid are important.</i>	<i>Retell simple stories from Muslim tradition. Identify ways Muslims show commitment through worship and actions. Ask questions about Muslim beliefs and practice.</i>	<i>Allah, mosque, minaret, prayer mat, wudu, Qur'an, Ramadan, Eid, Prophet Muhammad, mosque</i>
Year 3 and 4	<i>Know the Five Pillars of Islam. Know the importance of the Qur'an and the Prophet Muhammad. Understand how Muslim life is shaped by belief in Allah.</i>	<i>Explain how the Five Pillars guide Muslim life. Compare Muslim practices in different communities. Use examples from sacred text and lived religion.</i>	<i>Shahadah, Salah, Zakat, Sawm, Hajj, mosque, Qur'an, Hafiz, Ummah</i>
Year 5 and 6	<i>Know about diversity within Islam, including Sunni and Shi'a traditions. Understand how Muslim beliefs influence ethics, worship and</i>	<i>Analyse similarities and differences within Islam. Evaluate religious ideas and apply knowledge to real-life</i>	<i>Sunni, Shi'a, imam, Hadith, Sunnah, Tawhid,</i>

Year Groups	Knowledge	Skills	Vocabulary
	<i>identity. Know how Muslims respond to modern life and challenge.</i>	<i>scenarios. Present balanced and reasoned responses.</i>	<i>submission, pilgrimage, halal, modesty</i>

Hinduism

Phase	Knowledge	Skills	Vocabulary
Reception	<i>Recognise that Hindus may worship at home or in a mandir. Know that Hindus celebrate Diwali. Know that Hindus have many gods and goddesses, but may believe in one supreme reality.</i>	<i>Notice how Hindu worship uses light, colour, music and images. Talk about what is special in Hindu homes and festivals.</i>	<i>Hindu, mandir, Diwali, diya, puja, god, goddess, shrine</i>
Year 1 and 2	<i>Know that many Hindus worship at home and in the mandir. Know that Diwali is the festival of light. Know that stories about Rama and Sita are important.</i>	<i>Retell simple Hindu stories and describe what they mean. Identify symbols and objects used in worship. Compare Hindu festivals and practices with those of others.</i>	<i>mandir, puja, murti, diya, Rama, Sita, Diwali, Lakshmi, shrine, offering</i>

Phase	Knowledge	Skills	Vocabulary
Year 3 and 4	<p>Know that Hindus believe in Brahman and may worship many forms of the divine.</p> <p>Know about key beliefs such as dharma, karma, reincarnation and moksha.</p>	<p>Explain links between beliefs and actions in Hindu life. Use religious vocabulary accurately when describing stories, practices and festivals.</p>	<p>Brahman, atman, karma, dharma, reincarnation, moksha, karma, samsara, puja, aarti</p>
Year 5 and 6	<p>Know about diversity within Hindu traditions and practices. Understand how beliefs shape morality, duty, worship and identity. Know how stories from the Ramayana and Mahabharata influence Hindus.</p>	<p>Compare interpretations of Hindu teachings. Explain and evaluate how beliefs guide decisions and lifestyles. Use sources, symbols and examples to support argument.</p>	<p>Sanatana Dharma, bhakti, karma, dharma, moksha, avatar, Ramayana, Mahabharata, festival, tradition</p>

Judaism

Year Groups	Knowledge	Skills	Vocabulary
Reception	<p>Recognise that Jewish people worship God. Know that Jewish families may celebrate Shabbat and visit a synagogue. Know that some stories in the Torah are important.</p>	<p>Notice special objects, foods and celebrations in Judaism. Talk about how Jewish life includes family, belonging and worship.</p>	<p>Jewish, synagogue, Torah, Shabbat, menorah, kosher, God</p>

Year Groups	Knowledge	Skills	Vocabulary
Year 1 and 2	<p>Know that Jews believe in one God. Know that Shabbat is a weekly time of rest and celebration. Know that the synagogue is a place of worship.</p>	<p>Retell simple Jewish stories and identify important symbols. Describe how Jewish families may mark time, worship and celebrate.</p>	<p>synagogue, Torah, Shabbat, menorah, Star of David, kippah, kosher, rabbi</p>
Year 3 and 4	<p>Know that the Torah is sacred and that Jews live by the mitzvot. Know the importance of covenant, commandments and festivals. Understand the significance of Passover and Hanukkah.</p>	<p>Explain how Jewish beliefs shape daily life. Compare Jewish practice in different communities. Interpret stories, rituals and artefacts.</p>	<p>Torah, mitzvot, covenant, synagogue, rabbi, Passover, Hanukkah, kosher, tefillin, mezuzah</p>
Year 5 and 6	<p>Know about diversity within Judaism, including Orthodox, Conservative and Reform traditions. Understand how Jewish identity is shaped by history, worship and belonging. Know how Jewish teachings influence ethical living.</p>	<p>Compare interpretations and expressions of Jewish belief. Evaluate the relationship between belief, practice and community. Use evidence from text and tradition.</p>	<p>Orthodox, Reform, Conservative, mitzvah, covenant, diaspora, Sabbath, synagogue, kosher, Torah scroll</p>

Sikhism

Year Groups	Knowledge	Skills	Vocabulary
Reception	<i>Recognise that Sikhs worship one God and may go to the gurdwara. Know that Sikh family and community life is important.</i>	<i>Notice how Sikhs show respect, service and sharing. Talk about special places, food and stories.</i>	<i>Sikh, gurdwara, Guru, langar, Khalsa, prayer, turban</i>
Year 1 and 2	<i>Know that Sikhs believe in one God. Know that the gurdwara is a place of worship and that langar is shared food. Know that stories about the Gurus are important.</i>	<i>Retell simple Sikh stories. Describe how Sikhs show equality, respect and service. Compare Sikh practices with those of other religions.</i>	<i>Sikh, gurdwara, Guru, langar, kara, kanga, kirpan, turban, sangat</i>
Year 3 and 4	<i>Know about the ten Gurus and the Guru Granth Sahib. Know the importance of equality, service and remembrance of God. Understand key Sikh practices such as the Five Ks.</i>	<i>Explain the meaning of Sikh practices and symbols. Make links between belief and action. Use correct vocabulary to describe Sikh identity and worship.</i>	<i>Guru Granth Sahib, Guru Nanak, Five Ks, Khalsa, seva, sangat, Waheguru, kirpan, kesh</i>
Year 5 and 6	<i>Know how Sikh beliefs influence community, justice and moral action. Understand Sikh diversity and the significance of history, scripture and tradition.</i>	<i>Compare different Sikh interpretations and practices. Evaluate how faith shapes responses to equality, service and challenge.</i>	<i>Waheguru, sewa, Hukam, Guru, Khalsa, Amrit, sangat, justice, equality, scripture</i>

Humanism and non-religious worldviews

Year Groups	Knowledge	Skills	Vocabulary
Reception	<i>Recognise that some people are not religious but still think about being kind, fair and helpful.</i>	<i>Talk about how people can care for others and the world.</i>	<i>Humanist, kindness, fairness, respect, choices</i>
Year 1 and 2	<i>Know that Humanists do not believe in God but value kindness, reason and fairness.</i>	<i>Compare beliefs and values with religious ways of living.</i>	<i>Humanist, belief, reason, kindness, fairness</i>
Year 3 and 4	<i>Know that Humanists use reason, evidence and empathy to make choices.</i>	<i>Explain Humanist views on morality, life and community.</i>	<i>Humanism, empathy, reason, ethics, values</i>
Year 5 and 6	<i>Know that Humanism is a worldview rather than a religion. Understand how Humanists approach meaning, morality and responsibility.</i>	<i>Evaluate different worldviews and compare religious and non-religious approaches.</i>	<i>worldview, secular, ethics, morality, humanist</i>

Progression of Disciplinary Skills

Across Reception to KS2, pupils should gradually develop these RE skills:

Reception

- Notice and describe
- Recognise similarities and differences
- Talk about experiences, stories and celebrations
- Ask simple questions

Key Stage 1

- Retell and describe
- Identify and name key features of religion
- Make simple comparisons
- Ask questions about meaning and importance

Lower Key Stage 2

- Explain beliefs and practices
- Use evidence from stories, texts and artefacts
- Make links between belief and action

- Compare different expressions of religion

Upper Key Stage 2

- Compare and contrast with greater depth
- Analyse how beliefs influence life and behaviour
- Interpret sources and viewpoints
- Evaluate and justify opinions with evidence