

Religious Education

Progression Curriculum

Cycle A 2025 – 2026

Cycle B 2026 - 2027

Cycle A						
Unit	Christianity (Autumn 1)	Christianity (Autumn 2)	Humanism (Spring 1)	Judaism (Spring 2)	Islam (Summer 1)	Islam (Summer 2)
Main aims	Understand Jesus' teachings on kindness	Understand why Jesus was given gifts at his birth	Explore Humanist beliefs about nature and the Earth	Understand the importance of Shabbat	Learn about the mosque and Muslim belonging	Understand the importance of Hajj to Muslims
Key concept	Christian values of love and kindness	Significance of Christmas gifts and the nativity	Awe, wonder, and appreciation of the natural world	Rest, family, and tradition	Community, faith, and identity	Devotion, pilgrimage, and faith
Enquiry question	What did Jesus teach about kindness?	Why did Jesus receive special gifts when he was born?	What do Humanists believe about the natural wonder of Earth?	Why is Shabbat special to Jewish families?	Does going to the mosque give Muslims a sense of belonging?	How important is completing Hajj to Muslims?
Skills	Reflecting on Bible stories and actions	Understanding symbolism in Christmas traditions	Discussing beliefs and values without religion	Understanding Jewish customs and practices	Identifying key features of a mosque	Exploring significance of pilgrimage
Media/Resources	Bible stories, drama, circle time	Nativity story, artefacts, storytelling	Natural materials, stories, outdoor exploration	Jewish artefacts, video clips, role play	Videos, photographs, model mosques	Artefacts, maps, storyboards
Discovery RE Link	Year 2 – Autumn 1	Year 1 – Autumn 2	Unit on a Page (Non-religious worldview)	Year 1 – Summer 1	Year 2 – Spring 1	Year 2 – Summer 2
Vocabulary	kindness, Jesus, Bible, parable	nativity, Jesus, gold, frankincense, myrrh, gift	nature, respect, responsibility, care, belief	Shabbat, Torah, synagogue, challah, blessing	mosque, prayer, community, Muslim, Qur'an	Hajj, pilgrimage, Mecca,
Key Stage 1 – Be a Theologian						

Cycle B						
Unit	Christianity (Autumn 1)	Christianity (Autumn 2)	Christianity (Spring 1)	Islam (Summer 1)	Judaism (Spring 2)	Humanism (Summer 2)
Main aims	Explore why Christians believe Jesus is a gift from God	Understand Jesus's qualities as a good friend	Reflect on the importance of Jesus's resurrection	Learn about the purpose of Muslim prayer	Understand the importance of Rosh Hashanah for Jews	Understand Humanist values and responsibility towards the world
Key concept	Giving, love, incarnation	Friendship, kindness, loyalty	Resurrection, new life, hope	Devotion, discipline, spirituality	Reflection, new beginnings, celebration	Stewardship, care, values
Enquiry question	Why do Christians believe God gave Jesus to the world?	How was Jesus a good friend?	Why is Jesus's resurrection so important to Christians?	Why do Muslims pray?	Why do Jews celebrate Rosh Hashanah?	Why is it important to take care of our world, and how can we help?
Skills	Understanding gifts and symbolism in faith	Exploring positive relationships and empathy	Reflecting on significant events and their meanings	Recognising religious routines and their significance	Exploring religious festivals and meaning	Understanding moral choices and real-life applications
Media/Resources	Nativity stories, role play, pictures of giving	Bible stories, drama, role-play	Easter stories, symbols (cross, tomb), art	Prayer mat, Qur'an, videos, artefacts	Apple, shofar, stories, songs, creative activities	Eco stories, videos, environmental projects
Discovery RE Link	Year 1 – Autumn 1	Units on a Page	Year 1 – Summer 1	Year 2 – Summer 1	Year 1 – Summer 2	Projects on a Page
Vocabulary	Jesus, God, gift, love, Christmas	Friend, kind, help, care, Jesus	Resurrection, cross, tomb, new life	Prayer, Allah, Qur'an, mosque	Rosh Hashanah, shofar, celebration, reflection	Care, world, responsibility, values, Humanist

KS1 Endpoints

KS1 Endpoints	
Knowledge and understanding	<ul style="list-style-type: none"> • Knows key beliefs and stories from Christianity and another religion • Retells religious stories and explains simple meanings • Recognises that people follow different religions and worldviews • Identifies special places of worship (e.g., church, mosque, synagogue) • Names and talks about religious festivals (e.g., Christmas, Eid, Shabbat) • Understands that some people are not religious
Expressing Ideas and Insights	<ul style="list-style-type: none"> • Talks about how beliefs affect people's lives and actions • Makes simple links between religious stories and values (e.g., kindness, forgiveness) • Describes ways people show they belong to a religion • Uses simple religious vocabulary (e.g., prayer, God, worship) • Reflects on own experiences in relation to religious ideas • Recognises that people have different values and beliefs (visit different places of worship)
Enquiry and Critical Thinking	<ul style="list-style-type: none"> • Responds to big questions about life, fairness, and right and wrong • Begins to compare how different religions celebrate and worship • Notices similarities and differences between religious and non-religious lives • Shows curiosity and respect for different beliefs • Shares ideas, asks thoughtful questions, and listens to others' views • Makes links between religious teachings and everyday behaviour

Cycle A

Unit	Hinduism (Autumn 1)	Christianity (Autumn 2)	Humanism (Spring 1)	Christianity (Spring 2)	Judaism (Summer 1)	Judaism (Summer 2)
Main aims	Understand how Diwali creates a sense of belonging	Reflect on the true meaning of Christmas	Explore Humanist perspectives on miracles	Understand the meaning of Good Friday	Explore the special relationship Jews have with God	Understand the significance of Passover
Key concept	Belonging, celebration, identity	Commercialism, sacredness, symbolism	Belief, evidence, rationality	Sacrifice, redemption, love	Covenant, faith, promise	Liberation, memory, tradition

Enquiry question	Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child?	Has Christmas lost its true meaning?	How do Humanists show their beliefs in miracles?	What is 'good' about Good Friday?	How special is the relationship Jews have with God?	Why is Passover important to Jewish people?
Skills	Exploring religious celebration and personal identity	Evaluating religious and secular perspectives	Questioning beliefs using reason and evidence	Reflecting on emotions and moral choices	Understanding religious stories and covenants	Understanding rituals and historical events
Media/Resources	Diwali stories, rangoli, artefacts, community interviews	Adverts, Bible stories, drama, discussion	Quotes, stories, Humanist case studies	Bible stories, artwork, drama	Torah stories, Jewish artefacts, discussions	Passover artefacts, Seder plate, storytelling
Discovery RE Link	Year 3 – Autumn 1	Year 3 – Autumn 1 / Summer 1	N/A (Non-Discovery RE topic)	Year 3 – Summer 2	Year 4 – Summer 2	Year 4 – Summer 1
Vocabulary	Diwali, diva, celebration, belonging, Hindu	Christmas, gifts, sacred, meaning, Jesus	Humanist, miracle, belief, reason, evidence	Good Friday, crucifixion, sacrifice, Jesus	Covenant, God, Abraham, promise	Passover, Seder, freedom, Moses
LKS2 – Be a Theologian						

Cycle B						
Unit	Christianity (Autumn 1)	Christianity (Autumn 2)	Christianity (Spring 1)	Hinduism (Spring 2)	Judaism (Summer 1)	Humanism (Summer 2)
Main aims	Explore the symbolism of Christmas and its meaning	Understand the importance of forgiveness	Consider the role of the church in Christian life	Explore how Karma, Samsara, and Moksha guide Hindu lives	Understand how Jews show commitment to God	Explore the purpose and meaning of Humanist spaces
Key concept	Symbolism, celebration, and the Nativity	Forgiveness, reconciliation, moral choices	Belonging, worship, and community	Life cycles, consequences, liberation	Commitment, obedience, tradition	Meaning-making without religion

Enquiry question	What do Christmas symbols teach us about the Nativity story?	Why is forgiveness important to Christians? .	Do people need to go to church?	Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?	What is the best way for Jews to show commitment to God?	How do Humanist spaces compare to religious spaces?
Skills	Analysing symbolism in religious celebrations	Exploring moral values and choices	Reflecting on worship practices	Understanding spiritual beliefs and values	Recognising religious practices and symbolism	Comparing religious and non-religious worldviews
Media/Resources	Images, artefacts, Christmas stories	Bible stories, drama, discussion	Church visit, discussion, photos	Stories, diagrams, discussions, Hindu artefacts	Jewish artefacts, videos, storyboards	Videos, Humanist websites, real-life examples
Discovery RE Link	Year 4 – Summer 2	Year 4 – Autumn 2	Year 3 – Summer 1	Units on a Page	Year 3 – Summer 2	Projects on a Page
Vocabulary	Nativity, symbol, Christmas, Jesus, meaning	Forgive, sin, Jesus, parable, mercy	Church, worship, Christian, community	Karma, Samsara, Moksha, reincarnation	Torah, mezuzah, mitzvah, synagogue	Humanist, ceremony, values, community, celebration
LKS2 endpoints						

LKS2 Endpoints	
Knowledge and understanding	<ul style="list-style-type: none"> Identify and describe key beliefs and teachings from Christianity and at least one other major world religion (e.g. Islam, Judaism, Hinduism). Retell a range of religious stories (e.g., The Good Samaritan, The Story of Ramadan) and explain simple meanings behind them. Recognise that people follow different religions and worldviews, including those who are non-religious.

	<ul style="list-style-type: none"> Identify and describe features of different places of worship (e.g., church, mosque, synagogue), including their significance to believers. Name and discuss key religious festivals and celebrations (e.g., Christmas, Eid al-Fitr, Diwali, Passover) and their importance. Understand and begin to explain that some people do not follow a religion and have different beliefs and practices.
Expressing Ideas and Insights	<ul style="list-style-type: none"> Talk about how religious beliefs and teachings influence people's lives, actions, and values (e.g., prayer, charity, forgiveness). Make links between religious stories and personal or universal values such as kindness, love, and courage. Describe ways people show they belong to a religion (e.g., wearing specific clothes, rituals, attending services). Use a growing religious vocabulary confidently and appropriately (e.g., worship, sacred, belief, prayer). Reflect on their own experiences and compare them with religious and moral ideas from different faiths. Recognise and respect that others may have different beliefs, traditions, and values, and be open to learning about them (e.g., through visits to places of worship).
Enquiry and Critical Thinking	<ul style="list-style-type: none"> Respond thoughtfully to big questions about life, meaning, fairness, and morality (e.g., Why do people suffer? What is right or wrong?). Begin to compare how different religions celebrate, worship, and express their beliefs (e.g., prayer, food, symbols). Notice and discuss similarities and differences between religious and non-religious worldviews and lifestyles. Show curiosity and respect when learning about different beliefs and practices and ask relevant questions. Share their own ideas, ask questions, and listen thoughtfully to others' viewpoints, recognising diversity within and between religions. Make simple links between religious teachings and how they might affect the way people behave in everyday life.

Cycle A						
Unit	Islam (Autumn 1)	Humanism (Autumn 2)	Christianity (Spring 1)	Christianity (Spring 2)	Hinduism (Summer 1)	Islam (Summer 2)
Main aims	Explore how Muslims and others	Reflect on ideas of eternity through a Humanist lens	Consider different ways Christians show commitment to God	Explore beliefs about life after death in Christianity	Understand different forms of worship in Hinduism	Explore the impact of belief in life after

	demonstrate commitment to God					death (Akhirah) on Muslims
Key concept	Commitment, faith, obedience	Legacy, time, evolution, memory	Faith, service, dedication	Eternal life, salvation, Christian hope	Worship, devotion, deities	Afterlife, accountability, reward and punishment
Enquiry question	What similarities exist in how Muslims and others show commitment to God?	Is anything ever eternal – evolution?	What is the best way for a Christian to show a commitment to God?	Is anything ever eternal?	How do Hindus worship God?	Does belief in Akhirah (life after death) help Muslims lead good lives?
Skills	Comparing practices of faith and commitment	Thinking critically about existence and beliefs	Reflecting on religious choices and commitment	Exploring differing views on the afterlife	Recognising symbols, rituals, and forms of worship	Evaluating how belief affects behaviour and decision-making
Media/Resources	Qur'an, prayer routines, interviews with faith members	Humanist stories, scientific theory, discussion prompts	Bible stories, videos, reflective writing	Christian texts, poems, artwork	Hindu artefacts, puja trays, temple visuals	Qur'an, hadith, stories about judgement and Akhirah
Discovery RE Link	Year 6 – Autumn 1	–	Year 6 – Spring 1	Year 5 – Summer 2	Units on a Page	Year 6 – Summer 1
Vocabulary	Qur'an, salah, zakah, commitment, submission	Humanist, eternal, memory, legacy	Christian, baptism, prayer, church, commitment	Heaven, soul, resurrection, eternal, salvation	Puja, mandir, deity, aarti, devotion	Aakhirah, judgement, paradise, sin, reward, punishment

UPKS2 – Be a Theologian

Cycle B						
Unit	Sikhism (Unit 1)	Christianity (Unit 2)	Humanism (Unit 3)	Christianity (Unit 4)	Sikhism (Unit 5)	Islam (Unit 6)
Main aims	Explore how Sikhs show commitment to God	Examine the historical and spiritual truth of the Christmas story	Investigate Humanist ideas about human origins	Explore how Christians show commitment to God	Understand the importance of joining the Khalsa in Sikhism	Explore Muslim practices and beliefs around commitment to God
Key concept	Devotion, service, identity	Incarnation, truth, celebration	Evolution, science, meaning	Dedication, faith, Christian living	Belonging, loyalty, Sikh identity	Faith, submission, religious practice
Enquiry question	What is the best way for a Sikh to show commitment to God?	Is the Christmas story true?	Where do we come from?	What is the best way for a Christian to show commitment to God?	Does joining the Khalsa make a person a better Sikh?	What similarities exist in how Muslims show commitment to God?
Skills	Identifying Sikh practices and values	Investigating religious texts and meanings	Exploring non-religious explanations of life	Comparing Christian practices of commitment	Reflecting on belonging and religious identity	Comparing religious acts of worship and dedication
Media/Resources	Sikh stories, 5 Ks, Gurdwara resources	Nativity stories, Bible texts, debate	Humanist websites, science resources	Christian biographies, prayers, stories	Stories of Guru Gobind Singh, Khalsa resources	Qur'an, prayer routines, video clips of Muslim worship
Discovery RE Link	Units on a Page	Year 5 – Autumn 2	Units on a page	Year 5 – Summer 2	Units on a Page	Units on a Page
Vocabulary	Guru, sewa, Amrit, Gurdwara, commitment	Nativity, prophecy, incarnation, gospel, belief	Evolution, science, Humanist, creation	Bible, prayer, commitment, faith	Khalsa, Guru, Amrit, ceremony, identity	Qur'an, salah, zakah, devotion, submission
UPKS2 – Be a Theologian						

UPKS2 Endpoints	
Knowledge and understanding	<ul style="list-style-type: none"> • Pupils can describe and explain key beliefs, teachings, and practices from a range of religions and worldviews including Christianity, Islam, Hinduism, Sikhism, Judaism, and Humanism. • They can confidently identify how religious beliefs influence lifestyles, festivals, rituals, and moral choices, making links between different faiths and worldviews. • Pupils understand the historical and cultural contexts of major religious events and can explain their significance. • They can use correct religious vocabulary to articulate their understanding clearly and accurately.
Expressing Ideas and Insights	<ul style="list-style-type: none"> • Pupils can reflect on their own values and beliefs and consider how these compare with the beliefs of others. • They can express their thoughts and ideas respectfully and thoughtfully, recognising that others may hold different but equally valid perspectives. • Pupils demonstrate empathy and compassion when exploring moral and philosophical questions, offering reasoned viewpoints supported by evidence. • They can use art, drama, writing, or discussion to creatively express what they have learned about spiritual and ethical issues.
Enquiry and Critical Thinking	<ul style="list-style-type: none"> • Pupils can ask and explore challenging questions about meaning, purpose, truth, identity, and values. • They show curiosity and use critical thinking to analyse religious and non-religious claims, identifying similarities and differences across faiths. • Pupils evaluate sources of wisdom and authority, including sacred texts and contemporary perspectives, considering reliability and context. • They can formulate their own enquiries based on big questions and use evidence to support well-reasoned conclusions.