

RE Knowledge Progression – St Sebastian’s School

	Autumn		Spring	Summer
EYFS	Which people, stories and events are special to me? - Who is special to me and why? Families, friends, community. - Special events Advent and Christmas. Why these are special for Christians. - Why Christians think that Jesus was a special baby: the Nativity story. - How the Nativity story is celebrated in school. - New life: How Christians might celebrate the birth of a baby. - Diwali Why Rama and Sita are special to Hindus. - How Diwali is celebrated in school.		What do I know about Easter and Holi? - how people come together to celebrate special events - why Easter is special for Christians - why Holi is special for Hindus - how people celebrate Easter and Holi - which stories are linked to celebrations at Easter and Holi Easter - How we can see Easter around us. - Signs and symbols. - What Christians remember at Easter - The Easter story and what it means to Christians. - Holi The stories of Krishna, Holika and Prahlad. - How Hindus celebrate Holi.	Why are some places and objects special or sacred? - The idea of special and sacred - What makes something special. - What makes objects, clothes and places special. - Why some of these things are considered sacred. - What we can see in a church and a mandir.
Year 1	What do stories from religious traditions teach about God? What can we learn from other stories? - how stories form part of beliefs and help people understand the world - what some narratives from sacred texts teach people about God and the way they should lead their lives - why some stories are considered to be special and/or sacred - how stories can mean different things to different people - how 'truth' may have different meanings	How are stories and celebrations linked? - how stories of all kinds give communities a shared identity - ways in which festivals and celebrations bring people together and make them feel they belong - how stories reflect religious beliefs and concepts, e.g. Christmas and incarnation - how stories inform actions and rituals during festivals, e.g. lighting candles at Hanukkah	What do creation stories teach people about God and human nature? - how stories form part of key religious beliefs, e.g. the origin of sin - what stories teach about God, e.g. Creator of the world - how stories can mean different things to different people - why people have different views about how the world began	What do people learn from stories and festivals? - how stories give communities a shared identity through festivals such as Easter and Passover - how stories about key festivals link to religious beliefs and concepts, e.g. resurrection, freedom - how stories can bring meaning to the idea of 'sacred' and 'holy' - how stories play a part in what happens at Easter and Passover
Year 2	What are sacred texts and why do they matter? - what is meant by revelation - how sacred scriptures are different to other kinds of books - how sacred scriptures are used in worship and ceremonies to bring communities together - how and why people show respect for sacred scriptures.		What is a religion? What is a worldview? What beliefs, values and practices are important in religions and worldviews? - what is meant by 'religion' and 'worldview' - the distinctive beliefs of people from Abrahamic and Dharmic traditions - how RWs connect with each other - how diversity within religions is expressed through different groups	

Year 3	What does pilgrimage mean to individuals and communities? • how going on a pilgrimage can strengthen the identity of individuals and communities • how pilgrimage reflects key beliefs, e.g. Makkah and the 5 Pillars of Islam • what actions and rituals people carry out during pilgrimages • what people experience during pilgrimages and how this might be life changing • why the experience of pilgrimage may have a different meaning for different people	Which RW communities can we find in our neighbourhood? • what it means to be part of a community • which RWs are represented in the class, the school and Lincolnshire • how RWs contribute to the wider community • how communities in Lincolnshire express their beliefs and values in everyday life and at special times • how to research historical events associated with communities – how communities change over time	Philosophy for children • How different people may hold different beliefs, values and worldviews. • How to ask philosophical questions about meaning, morality, truth and identity. • How stories and symbols can express ideas about the world and human experience. • That disagreements can be explored respectfully and through reasoning. • Ways to reflect on personal responses while recognising others' perspectives.
Year 4	How do people welcome new life into the world? How do people show their commitment to a religion? • how different ceremonies, clothing and symbols contribute to people's sense of belonging and identity • what promises tell us about what people believe and how they may be strengthened by the presence of the community • which rituals and actions characterise ceremonies • how 'sacred and holy' are key components of religious ceremonies, e.g. promises made to God • how commitment ceremonies may have different meanings for different people	How do people celebrate marriage? • how marriage is linked to belonging • how promises made during a wedding ceremony reflect belief and are strengthened by the presence of the community • the meaning of rituals and symbols which characterise marriage ceremonies • how the sacred is a key component of wedding ceremonies, e.g. promises made to God • how marriage may have different meanings for different people	What do people believe about the afterlife? How is this expressed in funeral practices? • how ritual plays a part in funeral ceremonies and how this brings people together • what RWs teach about life after death • how people interpret the meaning of life and death • what is meant by immortality
Year 5	How do people express their beliefs through worship and caring for others? How do people use their senses in worship? • how people express their faith through worship, both individual and collectively • how sensory and emotional responses form part of worship and religious experience • the ways in which objects, symbols, words, music, art and literature enhance worship • what people from different Abrahamic and different Dharmic traditions mean by prayer and meditation • how people express their faith by caring for others	What do we mean by religious and spiritual experiences? • what is meant by unexplained encounters or experiences within RWs • how these experiences can be interpreted in different ways	Expressing worship: music, prayer, art, silence. • That artistic and expressive forms communicate ideas about belief, identity and spirituality. • How to interpret religious and worldview art using appropriate vocabulary. • How art, music and drama show what communities value. • How media and images shape understanding of religion and worldviews. • That different people may interpret an expressive piece differently. • How creative responses can express personal worldview perspectives.
Year 6	Big Questions: What Do People Believe? • how different types of authority determine people's beliefs and actions and why some are trusted more than others • how people's values are reflected in the lives of religious and nonreligious inspirational people • what religious and philosophical thinkers say about the existence of God • how beliefs about the existence of God are open to interpretation	Big Questions: What Do People Believe? • how people decide what is good or bad, right or wrong	Big Questions: What Do People Believe? • what people believe about the environment and peace • reflect upon the things that impact their own personal worldview • express their own worldview and empathise with those of others