St. Mark's CE Primary School

Religious Education Progression

Overview:

All children in our school are taught a weekly RE lesson. Learning sequences begin with big questions and children are encouraged to think deeply about their opinions, knowledge and understanding whilst exploring faith. Our curriculum is based on a spiral model where key concepts are revisited as children progress through the school, but each time there is further challenge as it is explored through a slightly different lens.

The Dorset agreed RE syllabus aims to support the development of pupils' religious literacy and personal development by:

i. Enabling children and young people to become discerning, respectful human beings who are aware of their own and others' beliefs and the impact of these on the ways they choose to live their lives (lived experience).
ii. Providing them with substantive and cumulatively sufficient knowledge about religion and worldviews, insight into the nature of faith and belief and the skills with which to consider these.
iii. Developing pupils' ability to consider religion and worldviews through different 'ways of knowing' including their personal lenses.
iv. Supporting pupils to appreciate and develop their own personal worldview.

St. Mark's CE Primary School

Religious Education (RE) Progression - (Understanding Christianity - Creation)

EYFS	EYFS/Y1 (B)	Y2/3 (A)	Y2/3 (B)	Y4/5 (A)	Y4/5 (B)	Y6 (A & B)
To be taught with Y1	Who made the world? EYFS objectives	What do Christians learn from the Creation Story?	What do Christians learn from the Creation Story? (DD)	Creation & Science- conflicting or complementary? DD 2027 ONLY	Creation & Science – conflicting or complementary? UPDATED RE PLAN COMMENCES 2026	Creation & Science- conflicting or complementary? 2026 Core 2027 DD
	To know that: **The word God is a name.** **Christians believe God is the creator of the universe.** **Christians believe God made our wonderful world and so we should look after it.** **Christians believe that God created the universe.** **To describe what the Creation story in the Bible tells Christians about God, Creation and the world.** **To describe one example of what Christians do to say thank you for God for Creation**. To retell the story of creation from Genesis 1:1–2.3, simply. **To recognise that 'creation' is the beginning of the 'big story' of the Bible.**	*To know that Christians believe:* God the Creator cares for the creation, including human beings. As human beings are part of God's good creation, they do best when they listen to God. The Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called 'the Fall'). This means that humans cannot get close to God without God's help. The Bible shows that God wants to help people to be close to him – he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep on falling short. Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short.	*To know that:* The Bible tells a story (in Genesis 3) about how humans spoiled their friendship with God (sometimes called 'the Fall'). This means that humans cannot get close to God without God's help. The Bible shows that God wants to help people to be close to him — he keeps his relationship with them, gives them guidelines on good ways to live (such as the Ten Commandments), and offers forgiveness even when they keep on falling short. Christians show that they want to be close to God too, through obedience and worship, which includes saying sorry for falling short.	*To know that:* Identify the type of text that Psalm 8 is, and its purpose. **Explain what Psalm 8 has to say about the idea of God as Creator and the place of humans in Creation**. Make clear connections between Psalm 8 and some ways Christians respond to God as Creator. **Show understanding of why some Christians find science and faith compatible**. Respond to the idea that humans have great responsibility for the Earth. Weigh up how well humans are responding to this responsibility, taking into account religious and non-	*To know that:* **To understand the importance of Creation on the timeline of the 'big story' of the Bible**. To identify the key areas arising from the study of Genesis 1. **To know that Christians believe there are clear connections between Genesis 1 and God as Creator**. To explore the debate around the relationship between the accounts of creation in Genesis and contemporary scientific accounts	*To know that:* **To understand the importance of Creation on the timeline of the 'big story' of the Bible**. To identify the key areas arising from the study of Genesis 1. **To know that Christians believe there are clear connections between Genesis 1 and God as Creator**. To explore the debate around the relationship between the accounts of creation in Genesis and contemporary scientific accounts DD - Identify the type of text that Psalm 8 is, and its purpose. **Explain what Psalm 8 has to say about the idea of God as Creator and the place of humans in Creation**. Make clear connections between Psalm 8 and some ways Christians respond to God as Creator. **Show understanding of why some Christians find science and faith compatible**. Respond to the idea that humans have great responsibility for the Earth.

				religious viewpoints.		Weigh up how well humans are responding to this responsibility, taking into account religious and non-religious viewpoints.

St. Mark's CE Primary School

Religious Education (RE) Progression - (Understanding Christianity - Incarnation)

Concept: Incarnation						
EYFS	**Y1 (A & B)**	**Y2/3 (A)**	**Y2/3 (B)**	**Y4/5 (A)**	**Y4/5 (B)**	**Y6 (A & B)**
To be taught with Y1	Why does Christmas matter to Christians?	Why does Christmas matter to Christians? DD	Why does Christmas matter to Christians?	What is the Trinity?	Was Jesus the Messiah?	Was Jesus the Messiah? (DD)
To know that: **Jesus is God's son.** **Christians believe God came to Earth in human form as Jesus.** **Christians believe Jesus came to show that all people are precious and special to God.** **To re-tell the key events within the Nativity story, with support from props.**	*To know that:* **Incarnation is part of the 'Big Story' of the Bible.** Tell the story of the birth of Jesus and **recognise the link between Jesus' birth and Incarnation - Jesus is 'God on Earth'.** **Give at least two examples of ways in which Christians use the nativity story in churches and at home; for example, using nativity scenes and carols to celebrate Jesus' birth**. Think, talk and ask questions about the Christmas story and the lessons they might learn from it: for example, about being kind and generous.	*To know that:* **Incarnation is part of the 'Big Story' of the Bible.** Tell the story of the birth of Jesus and **recognise the link between Jesus' birth and Incarnation - Jesus is 'God on Earth'.** **Give at least two examples of ways in which Christians use the nativity story in churches and at home; for example, using nativity scenes and carols to celebrate Jesus' birth**. Think, talk and ask questions about the Christmas story and the lessons they might learn from it: for example, about being kind and generous.	**Incarnation is part of the 'Big Story' of the Bible.** **To know the key parts of the story of the birth of Jesus.** To know why Jesus' birth is important for Christians. **To recognise the link between Jesus' birth and Incarnation. -That Jesus is 'God on Earth'.** To understand that the Gospels tell us stories of Jesus' life. **To describe how Christians use their belief to guide their actions at Christmas.**	To identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter. Describe how Christians show their beliefs about God the Trinity in worship (e.g. in baptism and prayer) and in the way they live. **To know that Christians believe God is Trinity: Father, Son and Holy Spirit To understand that Christians believe that The Father creates; that he sends the Son who saves his people; that the Son sends the Holy Spirit to his followers.** To understand that although Christians	**To understand the place of Incarnation and Messiah within the 'big story' of the Bible.** **To know that Christians put their beliefs about Jesus' Incarnation into practice in different ways when celebrating Christmas.** **To know that Jesus was Jewish.** **To know that Christians believe Jesus is God in the flesh**. To understand that Christians believe that Jesus' birth, life, death and resurrection were part of a longer plan by God to restore the relationship between humans and God**.** **To know that the Old Testament talks about a 'rescuer' or 'anointed one': a messiah.**	*To be able to:* **Explain connections between biblical texts and the idea of Jesus as Messiah, using theological terms.** **Make clear connections between the texts and what Christians believe about Jesus as Messiah; for example, how they celebrate Palm Sunday.** **Show how Christians express their beliefs about Jesus as Prince of Peace and as one who transforms lives, through bringing peace and transformation in the world**. Weigh up how far the world needs a Messiah, expressing their own insights.

				worship God as Trinity, it is a huge idea to grasp and Christians have created art to help express this belief **To know that Christians believe the Holy Spirit is God's power at work in the world and in their lives today, enabling people to follow Jesus** **To understand that Christians show their beliefs about God the Trinity in different ways** (e.g. worship, baptism and prayer, and in the way they live).		

St. Mark's CE Primary School

Religious Education (RE) Progression - (Understanding Christianity - Salvation)

EYFS (A & B)	Y1(A & B)	Y2/3 (A)	Y2/3 (B)	Y4/5 (A)	Y4/5 (B)	Y6 (A & B)
Why do Christians put a cross in an Easter garden?	Why does Easter matter to Christians?	Why does Easter matter to Christians? (DD)	Why do Christians call the day Jesus died 'Good Friday'?	Why do Christians call the day Jesus died 'Good Friday'? DD	What did Jesus do to save human beings?	What difference does the Resurrection make to Christians?
To know that: **Christians remember Jesus' last week at Easter.** **Jesus' name means 'He saves'.** **Christians believe Jesus came to show God's love.** **Christians try to show love to others.**	*To know that:* Easter is very important in the 'big story' of the Bible. **Tell stories of Holy Week and Easter and make a link with the idea of Salvation (Jesus rescuing people).** **Give at least three examples of how Christians show their beliefs about Jesus as saviour in church worship.** Think, talk and ask questions about whether the text has something to say to them (for example, about whether forgiveness is important), exploring different ideas.	*To know that:* **Christians believe Jesus rose again, giving people hope of a new life.** **Salvation is part of a 'big story' of the Bible.** **Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).** Jesus gives instructions about how to behave. To describe how Christians show their beliefs about Jesus' death and resurrection, in church worship at Easter.	**To order Creation, Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'** **To make simple links between Gospel texts and how Christians mark the Easter events in their church communities** To describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship. **To know that Christians see Holy Week as the culmination of Jesus' earthly life, leading to his death and resurrection**. To know that the various events of Holy Week, such as the Last Supper, were important in showing the disciples what Jesus came to earth to do.	**Offer suggestions about what the narrative of the Last Supper, Judas' betrayal and Peter's denial might mean.** **Give examples of what the texts studied mean to some Christians.** **Make clear links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion.** **Describe how Christians show their beliefs about Jesus in their everyday lives: for example, prayer, serving, sharing the message and the example of Jesus**. Raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how pupils think and live.	**To order the timeline of the 'big story' of the Bible, explaining how Incarnation and Salvation fit within it.** **To explain what Christians mean when they say that Jesus' death was a sacrifice.** **To know Christians believe that Jesus calls them to sacrifice their own needs to the needs of others, and some are prepared to die for others and for their faith**. To explain connections between Isaiah 53, John 19 and the key concepts of Messiah, Sacrifice and Salvation	**To outline the timeline of the 'big story' of the Bible, explaining the place within it of the ideas of Incarnation and Salvation.** **To explore the Gospel accounts of Jesus' death and resurrection**. To explain connections between Luke 24 and the Christian concepts of sacrifice, resurrection, salvation, incarnation and hope. **To know that Christians remember Jesus' sacrifice through the service of Holy Communion**

St. Mark's CE Primary School

Key vocabulary					
Earth, God, human, Jesus, special, Christians	Christian, God, creator, universe, church	Jesus, God, Gospels, thankful, Bethlehem, incarnation	Adam and Eve, caretakers Creation, fall short, forgiveness, guidelines, Genesis, obedience, stewa stewardship, The Fall, 10 commandments, worship	The Fall, temptation, obedience, worship, responsibility, 10 commandments	
Jesus, saves, Easter. love	Creation, fall, sin, creator, harvest, responsibility	Symbol, crucifixion, resurrection, saviour, forgiveness	Trinity God the Father; God the son; God the Holy Spirit Baptism Gospel letter symbols, similes and metaphors	Trinity, Holy Spirit, God, Jesus, baptism, prayer	Controversial, creation, Genesis
	Advent, incarnation, Father, Son, thanks, gratitude, Good news, Angel Gabriel,Nazareth, wreath		Eucharist, Holy Communion, Passover, Maundy Thursday	Palm Sunday, Good Friday, Easter Sunday, crucifixion, resurrection	Messiah, prophesy, saviour, flesh, anointed
	Resurrection, salvation, holy week, worship				Eternity, eternal, sacrifice, hope

St. Mark's CE Primary School

Religious Education (RE) Progression - (Judaism: Knowledge and Skills)

EYFS	Y1 (A & B)	Y2/3 (A)	Y4/5 (A)	Y4/5 (B)
How do people celebrate? What can we learn from stories?	Who is Jewish and how do they live today?	How do festivals and family life show what matters to Jewish people?	What do the 'foot festivals' mean in Judaism today?	What does Shabbat mean to Jewish people today?
To be able to: **Talk about how they feel during celebrations and comment on how others might feel.** **Listen with enjoyment to stories and respond with relevant comments, questions or actions.**	*To be able to:* Recognise the words of the Shema as a Jewish prayer • **Re-tell simply some stories used in Jewish celebrations (e.g. Chanukah)** • Give examples of how the **stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like.** • **Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah)** • Make links between Jewish ideas of God found in the stories and how people live • Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) • Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas • Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too. **Vocabulary: Synagogue, Torah, Jewish, Mezuzah, Shabbat, Shema,**	To be able to: **Identify some Jewish beliefs about God, sin and forgiveness and describe what they mean.** • **Make clear links between the story of the Exodus and Jewish beliefs about God and his relationship with the Jewish people** • **Offer informed suggestions about the meaning of the Exodus story for Jews today** • **Make simple links between Jewish beliefs about God and his people and how Jews live (e.g. through celebrating forgiveness, salvation and freedom at festivals)** • **Describe how Jews show their beliefs through worship in festivals, both at home and in wider communities** • Raise questions and suggest answers about whether it is good for Jews and everyone else to remember the past and look forward to the future. • Make links with the value of personal reflection, saying sorry, being forgiven, being grateful, seeking freedom and justice in the world today, including pupils' own lives, and giving good reasons for their ideas **Vocabulary: Freedom, Torah, Yom**	*To be able to:* **Describe how Jews remember religious stories through their actions during at least two festivals.** **Identify and describe how the pilgrimage festivals are linked to the Jewish concept of God.** **Vocabulary: Torah,Hebrew, Synagogue,Kosher, Orthodox,Pesach (Passover) Seder, Shavuot,Sukkot**	*To be able to:* **Explain some key Jewish beliefs about God, referring to Jewish texts.** **Give and explain examples of Jewish beliefs about what the Torah is, how it is treated and how it is used and why it is sacred.** Express their own ideas about the importance of aspects of Judaism (e.g. food laws/keeping Shabbat) **Vocabulary: Judaism, Torah, Synagogue/Shul,Hebrew, Ten Commandments,Shabbat, Kiddush cup,Havdalah candle, Orthodox, Reform/Progressive Hashem, Sociological**

St. Mark's CE Primary School

	God, Chanukah, Dreidel, Star of David	**Kippur, Orthodox, Pesach, Passover Shabbat, Rosh Hashanah, Shema, Progressive, Forgiveness**		

Religious Education (RE) Progression - (Sanatana Dharma: Knowledge and Skills)

EYFS	**Y2/3 (A)**	**Y2/3 (B)**	**Y4/5 (A)**	**Y6 (A)**
How do people celebrate? What can we learn from stories of different religions?	How, why and where do Sanatani people worship?	What does the story of 'Rama and Sita' tell us about Sanatani beliefs?	How, why and where do Sanatani people worship? (2025/26 only)	How does the dharma at each stage of life help Sanatanis to be good?
Talk about how they feel during celebrations and comment on how others might feel. **Listen with enjoyment to stories and respond with relevant comments, questions or actions.**	*To be able to:* **Talk about how and why a Sanatani artefact might be used in worship.** Ask and respond to questions about some ways that Sanatani people put their religion into action. **Make links between Sanatani teachings and the way in which people live.** **Vocabulary: Hindu, Puja, Mandir, Shrine, Murti, Diva, Tilak mark, Sanatan Dharma, Aum, Diwali Lakshmi**	*To be able to:* **Retell the story of Rama and Sita, giving examples of what it means to many Sanatanis.** **Make links between some ideas in the story and how some people might live today, including Sanatanis.** **Identify and explain how the key ideas of karma, dharma etc are presented in the Ramayana.**	*To be able to:* **Talk about how and why a Sanatani artefact might be used in worship.** Ask and respond to questions about some ways that Sanatani people put their religion into action. **Make links between Sanatani teachings and the way in which people live.**	*To be able to:* **Explain how goals and stages of life plus daily duties/activities influence Sanatani ideas about how to live a good life.** **Describe ways in which Sanatanis in a variety of situations may seek to live according to their dharma.** ***Vocabulary**: Ashrama, Varna, Purusharthas, Moksha, Atman*

St. Mark's CE Primary School

Religious Education (RE) Progression - (Islam: Knowledge and Skills)

EYFS	Y1 (A)	Y4/5 (A)	Y6 (A & B)
How do people celebrate? What can we learn from stories? What makes places special?	What do Muslims believe about God?	What does it mean to be a Muslim in Britain today?	Why is the Qur'an treated with such respect?
To reflect on how Muslims celebrate Eid. To retell a story that is special to Muslims. **To know that the mosque is a special place for Muslims**.	*To be able to:* **Identify one or two core beliefs that Muslims have about God, and give a simple description of those beliefs.** Give clear, simple accounts of what a story about God might mean to many Muslims. **Give examples of how some Muslim people use stories about God and the Prophet Muhammad, to guide some ways they behave.** Think, talk and ask questions about their ideas about God and whether they are the same as the ideas they have been learning about.	*To be able to:* **Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad.** **Describe and reflect on the significance of the Holy Qur'an to Muslims** **Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils.** **Make connections between the key functions of the mosque and the beliefs of Muslims.**	*To be able to:* **Identify what is important for Muslims about their holy book**. Think, talk and ask questions about words that matter and sacred words. **Explain why the history of the Qur'an makes the Birmingham copy so significant for Muslims in Britain.**

St. Mark's CE Primary School

Religious Education (RE) Progression - (Sikhi: Knowledge and Skills)

Y2/3 (B)
WF **Sikhi** *What does it mean to be a Sikh in Britain today?*
• Explain the meanings of nam japna, kirat karni and van chhakna and give examples of how a Sikh might live out these principles in daily life. • Give examples of at least three things that are found in a Gurdwara and what happens there. Explain why having a local Gurdwara might be important to Sikhs. • Describe at least two challenges of belonging to a religious community and at least two reasons why belonging to this community can also be valuable. **Vocabulary: Remembering God (nam japna) , honest work (kirat karni), sharing what you have (vand chhakna), gurdwara (holy place of worship), Guru Granth Sahib (Sikhi holy book, seen as a living thing), Punjab – region in India where Sikhism originates, Punjabi (language spoken by Sikhs)**

St. Mark's CE Primary School

Religious Education (RE) Progression - (Humanism- Knowledge and Skills)

Y2/3 (A)	Y2/3 (B)	Y4/5 (B)	Y6 (A/B)
How and why do people try to make the world a better place?	How do non-religious people make ethical decisions?	What matters most to a Humanist and a Christian?	Why do some people believe in God and some people not? (RE Today
Identify some beliefs about why the world is not always a good place (e.g. Christian ideas of sin). • Make links between religious beliefs and teachings and why people try to live and make the world a better place • Make simple links between teachings about how to live and ways in which people try to make the world a better place (e.g. tikkun olam and the charity Tzedek) • Describe some examples of how people try to live (e.g. individuals and organisations) • Identify some differences in how people put their beliefs into action • Raise questions and suggest answers about why the world is not always a good place, and what are the best ways of making it better • Make links between some commands for living from religious traditions, non-religious worldviews and pupils' own ideas • Express their own ideas about the best ways to make the world a better place, making links with religious ideas studied, giving good reasons for their view **Vocabulary: Tikkun Olam, Jewish, Muslim, Zakat, stewardship, steward, Salvation, Humanist, Golden Rule, Christian**	To know: • among other things, humanists value the use of reason, science and conscience when coming to a decision • ethical veganism often affects more than a person's diet • ethical vegans are often motivated by concern for animals and the environment • non-religious people use a variety of values, beliefs and influences to make ethical decisions. **Vocabulary: Humanist, Humanism, worldview, values, happy human, naming ceremony, science, dilemma, ethical**	To know what Christians mean about humans being made in the image of God . To be able to describe some Christian and Humanist values. Suggest ideas about why humans can be both good and bad, making links with Christian and Humanist ideas Express own ideas about some big moral concepts, such as fairness or honesty, comparing them with the ideas of others studied. Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view. **Vocabulary: Humanist, Reason, Atheist, Empathy, The Golden Rule**	Within this unit, pupils will build on their understanding of the idea of God from some of the systematic units previously studied. They will put this in the context of both global and local beliefs and examine the rising number of people who identify as 'no religion' and terms atheist, agnostic and theist with confidence. They will examine the idea of God using a psychological and theological lens, before offering reasons for why people may choose not to believe or to believe in God. **Vocabulary: Theist, Atheist, Psychology, Evidence, Psychologist, Agnostic, Humanist, Philosophy, Reason, Theologian**

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