



The Flourish Federation Religious Education Curriculum Progression & Sequencing Document

Adopted	November 2022	Review	September 2023
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Curriculum Intent

“The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.”

Kent Agreed Syllabus for Religious Education 2022-2027

In our Religious Education curriculum, we aim to inspire children to learn about the beliefs of others, to develop an understanding and respect for people of other cultures and faiths, and to transfer this into their day-to-day lives. We believe it is vital to provide children with opportunities to make links between what they have learnt and how this affects their worldview and choices in life.

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Curriculum Implementation

At the Flourish Federation, we follow the Kent Agreed Syllabus for Religious Education. For a full breakdown of coverage, please reference the Kent Agreed Syllabus for Religious Education 2022-2027 document.



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Strand 1 – Believing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children can retell and talk about stories where Jesus is a friend to others. Children can recall stories about special people in other religions and begin to talk about what we can learn from them. Children can recall simply what happens at a traditional Christian infant baptism and dedication. Children recall simply what happens when a baby is welcomed into a religion. Children are aware that some religious people have places which have special meaning for them. Children can recognise a place of worship. Children can talk about some religious stories. Children begin to use some religious words. Children identify a sacred text. Children talk about what Jesus' teaches and how this can be applied to our own lives.	Children begin to talk about how special items and symbols in the home remind people of their religion (A3). Children begin to know why Jewish people have special days and give some examples of ways they may celebrate (B1). Children begin to retell a story which shows that Jewish people celebrate different festivals and suggest what they mean (A2). Children begin to ask some questions about God and ask some questions of their own (C1).	Children can talk about simple beliefs of Muslims, making links between deities. (A1) Children can retell a story about a prophet.(A2) Children recognise and identify objects used by muslims and suggest why they are important. (A2) Identify ways in which Muslims mark Ramadan and Eid and how this might make them feel. (B1) Children talk confidently about how special items and symbols in the home remind people of their religion (A3). Children know why Jewish people have special days and give some examples of ways they may celebrate (B1). Children can confidently retell a story which shows that Jewish people celebrate different festivals and suggest what they mean (A2). Children can confidently ask some questions about God and ask some questions of their own (C1).	Children can describe some of the ways in which Christians Hindus and/or Muslims describe God (A1). Children ask questions and suggest some of their own responses to ideas about God (C1). Children can suggest why having a faith or belief in something can be hard (B2). Children can identify how and say why it makes a difference in people's lives to believe in God (B1). Children can discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3).	Children can make connections between some of Jesus' teachings and the way Christians live today (A1). Children can describe how Christians celebrate Holy Week and Easter Sunday (A1). Children can identify the most important parts of Easter for Christians and say why they are important (B1). Children can give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2).	Children can outline clearly a Christian understanding of what God is like, using examples and evidence (A2). Children can give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging (B2). Children can express thoughtful ideas about the impact of believing or not believing in God on someone's life (B1). Children can present different views on why people believe in God or not, including their own ideas (C1).	Children can express ideas about how and why religion can help believers when times are hard, giving examples (B2). Children can outline Christian, Hindu and/or nonreligious beliefs about life after death (A1). Children can explain some similarities and differences between beliefs about life after death (B2). Children can explain some reasons why Christians and Humanists have different ideas about an afterlife (B3).



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		Children recognise sacred text that contains stories which are special to many people and should be treated with respect. (B3) Children can retell stories from the bible and stories from other faiths, suggesting the meaning of the story. (A2) Children ask and suggest answers to questions arising from stories Jesus told and from another religion. (C1) Children can talk about the issues of good and bad, right and wrong, arising from the stories they learn. (C3)	Children can take connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2). Children can give examples of how and suggest reasons why Christians use the Bible today (B1). Children can describe some ways Christians say what God is like, with examples from the Bible, using different forms of expression (A1).			
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Strand 2 – Expressing

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children begin to know that some times of the year are special and why. Children can give examples of special occasions and suggest features of a good celebration. Children talk about the things that are special and valued in a place of worship. Children identify some significant features of sacred places. Children get to know and use appropriate words to walk about their thoughts and feelings when visiting a church. Children start to identify some of their own feelings in the stories they hear. Children talk about their own feelings about the world, expressing their ideas and feelings. Children express ideas about how to look after animals and plants.	Children know how and why we celebrate special and sacred times in a different religion (A1). Children can retell stories connected with special times in Christianity and in another religion and say why these are important to believers (A2). Children ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1) Children collect examples of what people do, give, sing, remember or think and say why they matter to believers (C1). Children can identify special objects and symbols found in a place of worship and be able to say something about what they mean and how they are used (A3). Children talk about ways in which stories, objects, symbols and actions used in places of worship show what people believe (B2). Children describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel (C1). Children ask appropriate questions about what happens in a church (B1)	Children identify some ways in which Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion. (A1) Children retell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers. (A2) Children ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion. (B1) Children collect examples of what people do, give, sing, remember or think about at the religious celebrations studied and say why they matter to believers. (C1)	Children can describe the practice of prayer in the religions studied (A2). Children can make connections between what people believe about prayer and what they do when they pray (A3). Children can describe ways in which prayer can comfort and challenge believers (B2). Children can describe and comment on similarities and differences between how Christians, Muslims and Hindus pray (B3). Children can make connections between stories, symbols and beliefs with what happens in at least two festivals (A2). Children can ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2). Children can identify similarities and differences in the way festivals are celebrated within and between religions (A3). Children can explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1).	Children can describe how the way some people celebrate festivals might show something about their beliefs (A2). Children can identify some differences in the way festivals (e.g. Christmas) are celebrated within and between different religious and non-religious worldviews (A3). Children can identify why members of the same religious or non-religious worldview might celebrate festivals differently or for different reasons (B1). Children can raise important questions and suggest answers about how the celebrations studied might make a difference to how pupils think and live (C1).	Children can make connections between how believers feel about places of worship in different traditions (A3). Children can select and describe the most important functions of a place of worship for the community (B3). Children can give examples of how places of worship support believers in difficult times, explaining why this matters to believers (B2). Children can present ideas about the importance of <i>people</i> in a place of worship, rather than the <i>place</i> itself (C1).	Children can describe and make connections between examples of religious creativity (buildings and art) (A1). Children can show understanding of the value of sacred buildings and art (B3). Children can suggest reasons why some believers see generosity and charity as more important than buildings and art (B2). Children can apply ideas about values from scriptures to the title question (C2).



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Aim 3 – Living

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children talk about people who are special to them. Children can say what makes their family and friends special to them. Children identify some qualities of a good friend. Children begin to reflect on the question 'am I a good friend?' Children can say why Christmas/ Easter and a festival from another faith, is a special time for Christians/ members of other faiths. Children can retell religious stories making connections with personal experiences. Children share and record occasions when things have happened in their lives that made them feel special. Children share experience of the religions of those pupils in their class. Children can talk about somewhere that is special to themselves, saying why. Children talk about things they find interesting, wonderful or puzzling. Children talk about what people do to mess up the world and what they do to try and look after it.	Children recognise and name some symbols of belonging from their own experience for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3). Children can give an account of what happens at a traditional Christian Baptism/Dedication and suggest what the actions and symbols mean (A1). Children can identify two ways people show they belong to each other when they get married (A1). Children can respond to examples of cooperation between different people (C2).	Children retell Bible stories and stories from another faith about caring for others and the world. (A2) Children identify ways that some people make a response to God by caring for others and the world. (B1) Children talk about issues of good and bad, right and wrong, arising from stories. (C3) Children talk about some texts from different religions that promote the 'Golden rules', and think about what would happen if people followed these ideas more. (C2) Children use creative ways to express their own ideas about the creation story and what it says about what God is like. (C1)	Children can describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1). Children can describe some ways in which Christians express their faith through hymns and modern worship songs (A2). Children can suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). Children can discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).	Children can describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life (A1). Children can describe some ways in which Hindus express their faith through puja, aarti and bhajans (A2). Children can suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes (B2). Children can discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2). Children can give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions (B1). Children can make connections between stories of temptation and why people can find it difficult to be good (A2). Children can give examples of ways in which some inspirational people have been guided by their religion (B1). Children can discuss their own and others' ideas about how people decide about right and wrong (C3).	Children can outline Jesus' teaching on how his followers should live (A2). Children can offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live (B3). Children can explain the impact Jesus' example and teachings might have on Christians today (B1). Children can express their own understanding of what Jesus would do in relation to a moral dilemma from the world today (C3). Children can make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad (A2). Children can describe and reflect on the significance of the Holy Qur'an to Muslims (B1). Children can describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils (A2). Children can make connections between the key functions of the mosque and the beliefs of Muslims (A1).	Children can describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples (A2). Children can describe some Christian and Humanist values simply (B3). Children can express their own ideas about some big moral concepts, such as fairness, honesty etc., comparing them with the ideas of others they have studied (C3). Children can suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view (B2). Children can make connections between beliefs and behaviour in different religions (A1). Children can outline the challenges of being a Hindu, Christian or Muslim in Britain today (B2). Children can make connections between belief in ahimsa, grace and ummah, teachings and sources of wisdom in the three religions (A1). Children can consider similarities and differences between beliefs and behaviour in different faiths (B3).