

KEY KNOWLEDGE PROGRESSION DOCUMENT – Religious Education (Nottinghamshire Syllabus)

Features	
<ul style="list-style-type: none"> At Nursery, the key knowledge progression document takes reference from the following documentation: Early Years Framework, Development Matters and Birth to 5 Matters At Reception and Key Stage 1 & 2, the key knowledge progression document takes full account of the agreed syllabus and groups this into the following strands: <ul style="list-style-type: none"> Believing – Religious beliefs, teachings, sources; questions about meaning, purpose and truth Expressing – Religious and spiritual forms of expressions; questions about identity and diversity Living – Religious practices and ways of living; questions about values and commitment These strands have been adopted from the Nottinghamshire RE syllabus Threaded throughout all RE learning should be the opportunity for children to compare and contrast key ideas throughout different beliefs, faiths and worldviews as well as their own experiences (as prescribed in the curriculum end points). This could include comparisons through concepts such as: <ul style="list-style-type: none"> Pilgrimage Worship Faith Community Values Identity Interpretation Significance Belonging Respect 	<p>KKPDs match the ambition of the Agreed Syllabus. In some instances, knowledge specified within the KKPDS is more ambitious than the Agreed Syllabus. For example:</p> <ul style="list-style-type: none"> The strand of 'Asking Questions' has been added to ensure that as the curriculum progresses children know how to ask questions well in order to gain a deeper knowledge e.g. being able to interpret the messages of a sacred text or source of wisdom to infer how a religious person might act. At the heart of all this, children will approach religion with curiosity and respect. They will understand that the ideas discussed are not universally agreed upon but that they are very important to religious believers so must be treated with respect.
	<p>Nottinghamshire Syllabus Aims (2021)</p> <ul style="list-style-type: none"> Know about and understand a range of religions and worldviews, so that they can: describe, explain and analyse beliefs and practises, recognising the diversity which exists within and between communities. Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religion and worldviews. Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning. Express ideas and insights about the natures, significance and impact of religions and worldviews, so that they can: Explain reasonably their ideas about how beliefs, practises and forms of expression influence individuals and communities. Express with increasing discernment their personal reflections and critical responses to questions and teaching about identity, diversity, meaning and value. Appreciate and appraise varies dimensions and religion. Gain and deploy the skills needed to engage seriously with religions and worldviews, to that they can: Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively. Enquire into what enables different communities to live together respectfully for the wellbeing of all. Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.
<ul style="list-style-type: none"> Substantive knowledge (S) is the truths or facts of a subject. Procedural knowledge (P) is the knowledge of how to do something. Disciplinary knowledge (D) is the knowledge, practices and traditions of a subject (that enable you to behave as a master of the subject e.g. as a religious scholar) used to find out facts/truths. These knowledge statements should be what pupils retain. In other words, this knowledge is within their long-term memory and will be retained. Skills are dependent on specific knowledge. A skill is the capacity to perform or discuss and in order to do this a deep body of knowledge needs to be acquired and retained. When considering pupils' improvement in subject specific vocabulary, pupils could be provided with a knowledge organiser which contains the relevant words used for RE for their age group. 	

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Knowledge Progression by Year Group

- the number in brackets relates to the enquiry questions as referenced in the Nottinghamshire syllabus
- the headings ‘Curiosity and Experience’, ‘Exploring and Discovering’, ‘Knowing and Understanding’, ‘Understanding and Connecting’ and ‘Applying, interpreting, Appreciating and Appraising’ are taken from the Nottinghamshire syllabus and represent the progression from EYFS to KS3 in terms of skills used to acquire the knowledge at each stage

	Curiosity and Experience	Exploring and Discovering	Knowing and Understanding	Understanding and Connecting	Applying, Interpreting, Appreciating and Appraising
Strand	Christianity	Christianity & Judaism	Christianity, Hinduism & Islam	Christianity, Hinduism & Islam (Others can be used to compare and contrast such as Buddhism, Sikhism and Humanism)	Four religions to be studied
(These are the recommended religions from the Nottinghamshire syllabus. Other religions can be used to compare and contrast such as Buddhism and Sikhism and other world views such as Humanism. For further guidance, refer to page 13 of the Nottinghamshire syllabus.)					

Strand	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7+
Believing	• REN.1 Know a collection of stories that are special (S)	• RER.1 know which stories are special (S) and explore why (P)	• RE1.1a know stories of Jesus (S) (1.3) • RE1.1b know what we can learn from the stories of Jesus (S) and reflect on what they mean to them (D) (1.3)	• RE2.1a know some Christian and Jewish stories (S) (2.4) • RE2.1b know and explore why some stories are important in religions (P) (2.4)	• RE3.1 know what we can learn from inspiring people in sacred texts and in the history of religions (S) (3.4)			• RE6.1 know what sacred texts and other sources say about God, the world and human life (S) and reflect on what they mean to them in relation to their own lives and beliefs (D) (6.1)	• RE7.1 know and explore whether the teachings of Jesus stand the test of time (D)
	• REN.2 Know who is special to them (S)	• RER.2 know which people are special and why (S)	• RE1.2a know how we show we care for others (S) (1.2) • RE1.2b know why it matters to show others we care (S) (1.2)	• RE2.2a know what makes some people inspiring to others (S) (2.1) • RE2.2b know the significance of Moses (Jewish) and St. Peter (Christian) (S) and explore why (P) (2.1)			• RE5.1 know what we can learn from great leaders and inspiring examples in today's world (S) and draw comparisons to their own experiences (P) (5.1)	• RE6.2 know what we can learn by reflecting on words of wisdom from religions and world views (S) expressing insights while agreeing or disagreeing respectfully (D) (6.1)	

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					<ul style="list-style-type: none"> RE3.2 know how Christian people's beliefs about God, Jesus, the world and others have impact on Christian's lives. (S) (3.1) 		<ul style="list-style-type: none"> RE5.2 know what is expected of a person following a religion or belief (S) and make comparisons across religions including Christianity (P) (5.2) 		
Expressing	<ul style="list-style-type: none"> REN.3 Know what times are special to them E.g. birthday, Christmas (S) 	<ul style="list-style-type: none"> RER.3 know what times are special (S) and give reasons why (P) 	<ul style="list-style-type: none"> RE1.3 know who celebrates what (S) and give reasons why (P) (1.1) 			<ul style="list-style-type: none"> RE4.1 know what we can learn from Christianity: music and worship (S) (4.3) RE4.2 know the deeper meanings of some Hindu festivals (S) (4.4) 	<ul style="list-style-type: none"> RE5.3 know how religious and spiritual beliefs are expressed in arts, architecture, charity and generosity (S) and identifying how these have an impact locally, nationally and globally (D) (5.4) 		
	<ul style="list-style-type: none"> REN.4 Know what places are special to them (S) 	<ul style="list-style-type: none"> RER.4 know which places are special (S) and give reasons why places are special to some and not others (P) 	<ul style="list-style-type: none"> RE 1.4 know what ways churches and synagogues are important to believers (S) (1.4) 		<ul style="list-style-type: none"> RE3.3 know where, how and why people worship (S) making comparisons across different beliefs (P) (3.3) 	<ul style="list-style-type: none"> RE4.3 know how people express their religious and spiritual ideas on pilgrimage (S) connecting this knowledge to non-religious spiritual journeys (P) (4.2) 			<ul style="list-style-type: none"> RE7.2 know and extract what we can learn from visiting places of worship (D)
Living	<ul style="list-style-type: none"> REN.5 know that they belong in Nursery (S) 	<ul style="list-style-type: none"> RER.5 know what it means to belong (S) 	<ul style="list-style-type: none"> RE2.3 know what it is like to belong to the Christian religion today (S) and connect this knowledge to the way they live their own life (P) (2.3) 	<ul style="list-style-type: none"> RE3.4 know how religious families and communities practise their faith (S) (e.g. prayer) (3.2) 	<ul style="list-style-type: none"> RE4.4 know how Hindu families practise their faith (S) and compare this to other belief studied (P) (4.4) 				<ul style="list-style-type: none"> RE7.3 know what it is like to be a member of a religion in Britain today, reflecting on their own contributions to society (D)
	<ul style="list-style-type: none"> REN.6 know how we care for our immediate environment, e.g. classroom environment (S) 	<ul style="list-style-type: none"> RER.6 know how we can care for the Earth and living things (S) 	<ul style="list-style-type: none"> RE2.4 know what Jewish people believe about God, creation, humanity and the natural world (S) and how Jews demonstrate this through the 		<ul style="list-style-type: none"> RE4.5a know why some people think life is like a journey (S) (4.1) RE4.5b know what different people think about life after death (S) 	<ul style="list-style-type: none"> RE5.4 know how people's beliefs about God, the world and others have impacted on their lives (S) recognising how this learning aligns 	<ul style="list-style-type: none"> RE6.3 know how religions and faiths respond to local, national and global issues (S) and reflect on the impact of this (D) (6.3) 		

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Asking Questions				way they live their life (P) (2.2)		demonstrating tolerance and respect for views and beliefs, other than their own (D) (4.1)	with their own values and identity (D) (5.3)		
								<ul style="list-style-type: none"> RE6.4a know how we can make Nottinghamshire (and our locality) a place of tolerance and respect (P) (6.2) RE6.4b know what we can learn from people who resist discrimination and persecution (S) and how it impacts our own life values and choices (D) (6.4) 	<ul style="list-style-type: none"> RE7.4 know what is good and right, what is wrong and evil (S) and how to live by these guidelines (P)
Asking Questions		<ul style="list-style-type: none"> RER.7 Know how to begin to ask questions about their peers' lives and make comparisons to their own, responding sensitively (D) 	<ul style="list-style-type: none"> RE1.5 Know how to begin to ask questions about their learning of Christianity (D) 	<ul style="list-style-type: none"> RE2.5 know how to ask questions about the ideas studied to gain a deeper knowledge (D) 	<ul style="list-style-type: none"> RE 3.5 know how to ask questions to help interpret the messages in sacred texts and sources of wisdom (D) 	<ul style="list-style-type: none"> RE 4.6 know how to ask questions that have no agreed answers (P), respecting the views of others who answer differently (D) 	<ul style="list-style-type: none"> RE5.5 Know how to ask questions about what it means to be a believer in Britain today and make comparisons to their own lives and choices (D) 	<ul style="list-style-type: none"> RE 6.5 know how to question world views and beliefs sensitively, respecting different viewpoints (D) 	

Curriculum End Points

The KKPDS are the input to the curriculum. The curriculum end points are the output. Curriculum end points capture the knowledge, skills and understanding that children should have at the end of each year. They build progressively over time so that children leave Year 6 well-prepared for the next stage of education as competent and capable religious scholars.

For subject leaders, they provide a clear overview of the end of year expectations for each year group, which will support the planning and assessment of the curriculum.

For teachers, they provide further clarity around what children should be able to do at the end of each year, using the knowledge they have gained from being taught the KKPDS. They support teachers to plan activities that help to develop children as effective religious scholars. They should be used to check what children know and how well they can apply this knowledge across the curriculum.

For children, they ensure that they receive an equitable curriculum which gives them the substantive, procedural and disciplinary knowledge needed to be successful in their future studies.

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Strand	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7+
	<p>Recall knowledge specified within the KKPDS for Nursery</p> <p>Talk about the things that are special to them (stories, people, times and places)</p> <p>Talk about belonging in Nursery and caring for their classroom</p> <p>Demonstrate respect and tolerance for differing views of others</p>	<p>Recall knowledge specified within the KKPDS for Reception</p> <p>Give reasons as to why things are special to them (stories, people, times and places)</p> <p>Explain that humans belong within different communities within the wider world and know how to care for things</p> <p>Demonstrate respect and tolerance for differing views of others</p>	<p>Recall knowledge specified within the KKPDS for Year 1</p> <p>Identify messages in stories about Jesus, relating these to their own lives</p> <p>Understand why care for others is important and how we use stories and laws to help us live together in a community</p> <p>Describe significant places and celebrations of believers</p> <p>Demonstrate respect and tolerance for differing views of others</p>	<p>Recall knowledge specified within the KKPDS for Year 2</p> <p>Understand that some stories are only found in Christianity (e.g. New Testament) but some are shared by Judaism and Islam.</p> <p>Describe how the beliefs of Judaism and Christianity determine ways of life and identify any similarities within their own lives</p> <p>Demonstrate respect and tolerance for differing views of others</p>	<p>Recall knowledge specified within the KKPDS for Year 3</p> <p>Interpret the religious messages of sacred texts and other sources of wisdom and use these to reflect on their own lives and the lives of religious believers.</p> <p>Compare and contrast religious practises and beliefs across different faiths and draw parallels with their own lives</p> <p>Demonstrate respect and tolerance for differing views of others</p>	<p>Recall knowledge specified within the KKPDS for Year 4</p> <p>Compare and contrast the Hindu faith with other religions studied. (including Christianity and their own values and beliefs)</p> <p>Begin to reflect on the idea that a spiritual journey can be physical (pilgrimage) and metaphorical (journey of life)</p> <p>Demonstrate respect and tolerance for differing views of others</p>	<p>Recall knowledge specified within the KKPDS for Year 5</p> <p>Evaluate messages from sources of authority and wisdom, reflecting on their own experiences</p> <p>Identify the impact of religion on a personal, local, national and global level</p> <p>Demonstrate respect and tolerance for differing views of others</p>	<p>Recall knowledge specified within the KKPDS for Year 6</p> <p>Interpret and evaluate a range of sources from religions and world views, expressing insights whilst agreeing or disagreeing respectfully</p> <p>Synthesise their understanding of all beliefs studied, identifying parallels in their own values and lives</p> <p>Make value-based choices as a consequence of the meanings they have extracted from their learning in RE</p> <p>Pose reflective questions which sensitively tackle differing world views and beliefs</p> <p>Demonstrate respect and tolerance for differing views of others</p>	<p>Recall knowledge specified within the KKPDS for Year 7</p> <p>Debate whether the teachings of Jesus have stood the test of time</p> <p>Explain the impact of religious buildings on the communities they serve</p> <p>Discuss the impact of and connections between ideas and practices of religion in Britain today</p>

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