

RE PROGRESSION DOCUMENT (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 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 Derbyshire RE syllabus to provide synergy between the two syllabuses
<ul style="list-style-type: none"> • 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.
<ul style="list-style-type: none"> • These knowledge statements should be what pupils retain forever. In other words, this knowledge is within their long-term memory and will be retained.
<ul style="list-style-type: none"> • 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.

Knowledge Progression by Year Group						
<ul style="list-style-type: none"> • 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 						
Strand	Curiosity and Experience	Exploring and Discovering	Knowing and Understanding	Understanding and Connecting	Applying, Interpreting, Appreciating and Appraising	
	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 Derbyshire 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.)					

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Strand	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7+
Believing	<ul style="list-style-type: none"> REN.1 Know a collection of stories that are special 	<ul style="list-style-type: none"> RER.1 know which stories are special and why 	<ul style="list-style-type: none"> RE1.1a know stories of Jesus (1.3) RE1.1b know what we can learn from the stories of Jesus (1.3) 	<ul style="list-style-type: none"> RE2.1a know some Christian and Jewish stories (2.4) RE2.1b know how and why some stories are important in religions (2.4) 	<ul style="list-style-type: none"> RE3.1 know what we can learn from inspiring people in sacred texts and in the history of religions (3.4) 			<ul style="list-style-type: none"> RE6.1 know what sacred texts and other sources say about God, the world and human life (6.1) 	<ul style="list-style-type: none"> RE7.1 know whether the teachings of Jesus stand the test of time
	<ul style="list-style-type: none"> REN.2 Know who is special to them 	<ul style="list-style-type: none"> RER.2 know which people are special and why 	<ul style="list-style-type: none"> RE1.2a know how we show we care for others (1.2) RE1.2b know why it matters to show others we care (1.2) 	<ul style="list-style-type: none"> RE2.2a know what makes some people inspiring to others (2.1) RE2.2b know the significance of Moses (Jewish) and St. Peter (Christian) (2.1) 			<ul style="list-style-type: none"> RE5.1 know what we can learn from great leaders and inspiring examples in today's world (5.1) 	<ul style="list-style-type: none"> RE6.2 know what we can learn by reflecting on words of wisdom from religions and world views (6.1) 	
						<ul style="list-style-type: none"> RE3.2 know what difference it makes to be a Christian (3.1) 		<ul style="list-style-type: none"> RE5.2 know what is expected of a person following a religion or belief (5.2) 	
Expressing	<ul style="list-style-type: none"> REN.3 Know what times are special to them E.g. birthday, Christmas 	<ul style="list-style-type: none"> RER.3 know what times are special and why 	<ul style="list-style-type: none"> RE1.3 know who celebrates what and why (1.1) 			<ul style="list-style-type: none"> RE4.1 know what we can learn from Christianity: music and worship (4.3) RE4.2 know what are the deeper meanings of some Hindu festivals (4.4) 	<ul style="list-style-type: none"> RE5.3 know how religious and spiritual beliefs are expressed in arts, architecture, charity and generosity (5.4) 		
	<ul style="list-style-type: none"> REN.4 Know what places are special to them 	<ul style="list-style-type: none"> RER.4 know what places are special and why 	<ul style="list-style-type: none"> RE 1.4 know what ways churches and synagogues are important to believers (1.4) 			<ul style="list-style-type: none"> RE3.3 know where, how and why people worship (3.3) 	<ul style="list-style-type: none"> RE4.3 know how people express their religious and spiritual ideas on pilgrimage (4.2) 		

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Living	<ul style="list-style-type: none"> REN.5 Know that they belong in Nursery 	<ul style="list-style-type: none"> RER.5 know what it means to belong 		<ul style="list-style-type: none"> RE2.3 know what it is like to belong to the Christian religion today (2.3) 	<ul style="list-style-type: none"> RE3.4 know how religious families and communities practise their faith (e.g. prayer) (3.2) 	<ul style="list-style-type: none"> RE4.4 know how Hindu families practise their faith (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
	<ul style="list-style-type: none"> REN.6 Know how we care for our immediate environment, e.g. classroom environment 	<ul style="list-style-type: none"> RER.6 know how we can care for the Earth and living things 		<ul style="list-style-type: none"> RE2.4 know what Jewish people believe about God, creation, humanity and the natural world (2.2) 		<ul style="list-style-type: none"> RE4.5a know why some people think life is like a journey (4.1) RE4.5b know what different people think about life after death (4.1) 	<ul style="list-style-type: none"> RE5.4 know how people's beliefs about God, the world and others have impacted on their lives (5.3) 	<ul style="list-style-type: none"> RE6.3 know how religions and faiths respond to global issues (6.3) 	
								<ul style="list-style-type: none"> RE6.4a know how we can make Nottinghamshire (and our locality) a place of tolerance and respect (6.2) RE6.4b know what we can learn from people who resist discrimination and persecution (6.4) 	<ul style="list-style-type: none"> RE7.4 know what is good and right, what is wrong and evil

