

Together, We Flourish

Kindness • Respect • Perseverance • Curiosity • Hope • Community



RE Progression Map

Substantive knowledge: the religious and worldview content pupils know and remember: beliefs, stories, sacred texts, practices, festivals, places of worship, people, traditions, vocabulary and key concepts.

Disciplinary knowledge: the knowledge of how pupils study RE: asking thoughtful questions, interpreting texts and symbols, explaining the impact of beliefs, comparing diversity, evaluating meaning and expressing reasoned responses respectfully.

Curriculum sources: this map draws together the Nottinghamshire Agreed Syllabus for RE, Understanding Christianity and the Christ Church long-term RE overview. The syllabus strands of knowing and understanding religions and worldviews, expressing ideas and insights, and gaining and deploying skills are woven through the progression.

	Key RE Concepts
Beliefs, God and Ultimate Questions	How people understand God, gods, truth, meaning, purpose, life, death, suffering, hope and what matters most.
Sacred Texts and Sources of Wisdom	How scriptures, stories, teaching, prayer, leaders and traditions guide belief, worship, behaviour and community life.
Worship, Prayer and Sacred Places	How people express devotion and belonging through worship, prayer, music, ritual, buildings, symbols and sacred spaces.
Festivals, Rituals and Belonging	How communities remember key stories and express identity through celebrations, rites of passage, calendars, food, clothing and customs.
The Christian Big Story	How pupils revisit Creation, Fall, People of God, Incarnation, Gospel, Salvation and Kingdom of God through Understanding Christianity.
Identity, Community and Diversity	How religion and worldviews shape personal identity, family life, local community, national life, global diversity and inter-faith relationships.
Ethics, Justice and Responsibility	How beliefs influence choices about fairness, forgiveness, charity, service, peace, human rights, care for creation and social justice.
Worldviews, Interpretation and Lived Religion	How pupils learn that people interpret beliefs differently and live them out in diverse, changing and sometimes complex ways.
Beliefs, God and Ultimate Questions	How people understand God, gods, truth, meaning, purpose, life, death, suffering, hope and what matters most.

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Year group and units	Substantive knowledge progression	Disciplinary knowledge progression
<p>Nursery Units:</p> <ul style="list-style-type: none"> • Autumn 1: UC F1 God/Creation - Why is the word God so important to Christians?; What makes our world special? • Autumn 2: UC F2 Incarnation - Why do Christians perform nativity plays at Christmas? • Spring 1: Who is special to us? • Spring 2: UC F3 Salvation - Why do Christians put a cross in the Easter garden? • Summer 1: What can we learn from stories? • Summer 2: What makes us belong? 	<ul style="list-style-type: none"> • Children begin to know that Christians use the word God as the name of someone very important: the Creator of the world and giver of life. • They encounter Christian stories through Tom and Tessa, including creation, the birth of Jesus, Palm Sunday and Easter garden stories. • They recognise some Christian symbols and practices, such as a nativity set, palm cross, Easter garden, harvest thankfulness and church celebrations. • They build early ideas about special people, special stories, belonging and care for the world through play, songs, objects and storytelling. • Key vocabulary includes God, Christian, Bible, church, create, world, Jesus, Christmas, Easter, cross, story, special and belong. 	<ul style="list-style-type: none"> • Listen to, join in with and retell simple religious stories through role play, small world play, music, movement and art. • Handle religious objects and images carefully, noticing what they might mean for Christian children and families. • Use simple I wonder questions to talk about the world, special people, celebrations, symbols and stories. • Make personal connections by talking about what is special, precious, helpful, joyful or sad in their own experience. • Begin to use respectful language when talking about Christian belief and about people who may believe or celebrate differently.
<p>Concept themes: Creation; Incarnation; Salvation; belonging; story; special people; celebration; care for the world.</p>		
<p>Values links: Curiosity grows through sensory exploration and wondering. Kindness and Respect develop as children notice that people, stories and celebrations can be special in different ways. Community is strengthened through shared stories, songs and belonging.</p>		

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Year group and units	Substantive knowledge progression	Disciplinary knowledge progression
<p>FS2</p> <p>Units:</p> <ul style="list-style-type: none"> • Autumn 1: UC F1 God/Creation - Why is the word God so important to Christians?; Why is our world precious? • Autumn 2: UC F2 Incarnation recap - Nativity plays; What makes everyone unique and precious? • Spring 1: What can we learn from Jesus stories? • Spring 2: UC Salvation Digging Deeper - How can we help others when they need it? • Summer 1: What is special about places? • Summer 2: How do we show love and care? 	<ul style="list-style-type: none"> • Children know that Christians believe God made the world and that our world is precious, so people should care for it. • They know that Christians believe God came to earth in human form as Jesus and that Jesus shows that all people are precious and special to God. • They encounter Jesus stories such as welcoming children, the lost coin, the Good Samaritan and stories of helping, prayer and care. • They know that Christians remember Jesus last week at Easter, use the cross as an important symbol, and try to show love to others. • They begin to recognise churches and other special places as places where people gather, worship, pray, celebrate and belong. 	<ul style="list-style-type: none"> • Retell stories using props, drama, photographs, drawings and talk, sequencing key events and naming important characters. • Notice links between Bible stories and what some Christians do in church, at home and in the community. • Ask and answer simple questions about why people say thank you, pray, help others, care for living things and make people welcome. • Compare simple ideas such as special and ordinary, lost and found, helping and walking by, sad and joyful, precious and neglected. • Express responses creatively through art, music, role play, construction, prayer/reflection areas and discussion.
<p>Concept themes: Creation care; Incarnation; Salvation; helping; prayer; welcome; sacred places; love and care.</p>		
<p>Values links: Respect and Kindness are built through learning that every person is precious. Hope is introduced through Easter, new starts and helping others. Community develops through welcome, special places and shared responsibility for the world.</p>		

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Year group and units	Substantive knowledge progression	Disciplinary knowledge progression
<p>Year 1 Units:</p> <ul style="list-style-type: none"> Autumn 1: UC Creation/God - Who made the world?; What do Christians believe God is like?; Where do I belong in the world? Autumn 2: UC Incarnation - Why does Christmas matter to Christians?; Celebrating Hanukkah Spring 1: UC Gospel - What is the good news Christians believe Jesus brings?; What does it mean to belong? Spring 2: UC Salvation - Why does Easter matter to Christians?; Celebrating Pesach Summer 1: What can we learn from sacred stories? Summer 2: Why are places of worship, such as churches and synagogues, important to believers? 	<ul style="list-style-type: none"> Pupils learn that Christians believe God created the universe, the world belongs to God and people should care for it. They learn that Christians find out about God through the Bible and that stories such as the Lost Son show God as loving and forgiving. They know that Christians believe Jesus was born in Bethlehem, brought good news, welcomed the friendless, taught forgiveness and peace, and is remembered at Easter. They begin to learn about Jewish celebrations, sacred stories, belonging and places of worship, including synagogues and churches. Key vocabulary includes God, Creation, Bible, parable, forgiveness, Advent, Christmas, Gospel, Salvation, Easter, church, synagogue, Hanukkah and Pesach. 	<ul style="list-style-type: none"> Retell stories from the Bible and Jewish tradition, recognising simple links between stories, beliefs and concepts. Identify symbols, artefacts and practices linked to Christmas, Easter, Hanukkah, Pesach, church and synagogue life. Ask simple questions about belonging, thankfulness, forgiveness, worship, special places and sacred stories. Give clear, simple accounts of what stories and practices mean to Christians and Jewish people. Talk, draw and write about similarities, differences and personal responses while learning that RE is about understanding, not copying belief.
<p>Concept themes: God; Creation; Incarnation; Gospel; Salvation; Judaism; belonging; sacred stories; places of worship.</p>		
<p>Values links: Curiosity is encouraged through asking questions about sacred stories and special places. Respect grows as pupils encounter Christian and Jewish belief and practice. Kindness is developed through learning about forgiveness, peace and belonging.</p>		

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Year group and units	Substantive knowledge progression	Disciplinary knowledge progression
<p>Year 2 Units:</p> <ul style="list-style-type: none"> Autumn 1: UC Creation Digging Deeper - Who made the world?; What do Jewish people believe about the Creator? Autumn 2: UC God Digging Deeper - What do Christians believe God is like?; UC Incarnation Digging Deeper; What does it mean to belong? Spring 1: UC Gospel - What is the good news Christians believe Jesus brings? Spring 2: UC Salvation Digging Deeper - Why does Easter matter to Christians? Summer 1: What makes people inspiring to others? Important figures from Christianity and Judaism Summer 2: Why is the Torah special to Jewish people? How and why are some stories important in religions? 	<ul style="list-style-type: none"> Pupils deepen knowledge of Christian and Jewish beliefs about God as Creator, thankfulness, rest, care for the world and responsibility. They learn further stories that shape Christian belief about God, including Jonah and the Lost Son, and revisit Christmas through Incarnation. They know that Christians believe Jesus brings good news through friendship, forgiveness, peace, prayer and teaching about how to live. They deepen understanding of Easter, including Holy Week, forgiveness, Salvation, new life and ways Christians worship at Easter. They develop knowledge of Jewish life through the Torah, sacred stories, Pesach/Hanukkah links and inspiring Jewish and Christian figures. 	<ul style="list-style-type: none"> Compare what Christians and Jewish people believe and do, using correct vocabulary and recognising both similarity and difference. Explain simple links between Bible or Torah stories and how believers worship, pray, celebrate or try to live. Use stories, art, music, visits, artefacts and discussion to explore how religions express meaning and belonging. Ask thoughtful questions about inspiration, forgiveness, prayer, creation care and sacred texts, giving reasons for simple views. Sequence, describe and explain key events in religious stories and begin to use evidence from texts or practices to support answers.
<p>Concept themes: Creator God; forgiveness; prayer; Incarnation; Gospel; Salvation; Judaism; Torah; inspiring people; belonging.</p>		
<p>Values links: Hope is developed through stories of new life, forgiveness and inspiration. Respect is strengthened through careful study of Jewish and Christian traditions. Perseverance grows as pupils explain links between stories, beliefs and practice.</p>		

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Year group and units	Substantive knowledge progression	Disciplinary knowledge progression
<p>Year 3 Units:</p> <ul style="list-style-type: none"> Autumn 1: UC People of God - What is it like to follow God?; 3.1 What difference does it make to be a Christian? Autumn 2: UC Incarnation/God - What is the Trinity?; 3.3 Where, how and why do people worship? Church and mosque comparison Spring 1: UC Creation/Fall - What do Christians learn from the Creation story?; 3.2 How do Muslims worship? Focus on prayer Spring 2: UC Salvation - Why do Christians call the day Jesus died Good Friday? Summer 1: UC Kingdom of God - When Jesus left, what was the impact of Pentecost? Summer 2: UC Gospel - What kind of world did Jesus want?; 3.4 Why are sacred texts important? Christianity, Islam and Judaism 	<ul style="list-style-type: none"> Pupils move into Lower KS2 concepts: People of God, Creation/Fall, Incarnation/God, Gospel, Salvation and Kingdom of God. They learn stories of Noah, Abraham and covenant; the Trinity and baptism; Genesis creation and Fall; Holy Week and Good Friday; Pentecost; and Jesus teaching about neighbourly love. They learn about Christianity as lived faith through worship, church, prayer, commitment, service, Bible texts and Christian community. They encounter Islam through worship, prayer, mosque life, Allah, the Qur'an and comparison with Christian worship. They revisit Judaism through sacred texts and shared stories, building wider Abrahamic knowledge and vocabulary. 	<ul style="list-style-type: none"> Make sense of texts by identifying genre, characters, messages and theological ideas in Bible stories and other sacred texts. Describe how beliefs are expressed in worship, prayer, buildings, festivals, music, symbols and community action. Compare church and mosque features, explaining how architecture, artefacts and routines link with beliefs about God. Use religious vocabulary to describe similarity and difference within and between Christianity, Islam and Judaism. Express ideas and questions about following, worship, responsibility, forgiveness and what kind of world people should try to build.
<p>Concept themes: People of God; Trinity; Creation/Fall; Salvation; Kingdom of God; Gospel; worship; prayer; Islam; sacred texts.</p>		
<p>Values links: Curiosity is deepened through comparison of worship and sacred texts. Respect is built through learning about Muslim and Christian communities. Community and Kindness connect to Jesus teaching, service and shared responsibility.</p>		

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<p>Year 4 Units:</p> <ul style="list-style-type: none"> Autumn 1: UC People of God Digging Deeper - What is it like to follow God? Autumn 2: UC Trinity Digging Deeper; What is the deeper meaning of Christmas?; 4.3 Christianity, music and worship Spring 1: UC Creation/Fall Digging Deeper; 4.2 How do Hindus show commitment to God? Pilgrimage links Spring 2: UC Salvation - Why do Christians call the day Jesus died Good Friday?; How does Easter show sacrifice? Summer 1: UC Kingdom of God Digging Deeper; 4.4 How do Hindus live out their beliefs? Festival focus Summer 2: UC Gospel Digging Deeper - What kind of world did Jesus want?; What makes a community strong? 	<ul style="list-style-type: none"> Pupils deepen Lower KS2 Christian concepts, returning to covenant, Trinity, Creation/Fall, sacrifice, Pentecost, Gospel and Christian community. They learn that Christians interpret texts and symbols such as baptism, Eucharist, cross, resurrection, Spirit and Kingdom of God in different ways. They develop knowledge of Christian music, worship and liturgical expression, including how worship communicates belief and belonging. They learn about Hindu belief and practice, including commitment to God, worship, pilgrimage, festivals and ways beliefs are lived out at home and in community. They build knowledge of sacrifice, service, community strength and how religious teaching can influence choices. 	<ul style="list-style-type: none"> Explain connections between biblical texts, Christian beliefs and the practices of worship, music, prayer, sacraments, festivals and service. Compare Christian, Hindu and other religious practices, recognising diversity within traditions and avoiding simple generalisations. Use key concepts to analyse why believers might show commitment through worship, pilgrimage, charity, celebration or everyday choices. Interpret symbols, stories, artefacts, music and sacred spaces, explaining what they communicate to believers and communities. Develop reasoned responses to questions about sacrifice, community, commitment and how people live out beliefs in public and private life.
<p>Concept themes: Covenant; Trinity; Creation/Fall; sacrifice; Pentecost; Gospel; Hindu dharma and worship; pilgrimage; festival; community.</p>		
<p>Values links: Perseverance is developed through deeper interpretation of concepts and symbols. Respect grows through learning about diversity within Christianity and Hinduism. Community and Hope are explored through worship, festivals, sacrifice and service.</p>		

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Year group and units	Substantive knowledge progression	Disciplinary knowledge progression
<p>Year 5 Units:</p> <ul style="list-style-type: none"> Autumn 1: UC God - What does it mean if God is holy and loving?; 5.1 Great leaders and inspiring examples today Autumn 2: UC Incarnation - Was Jesus the Messiah?; 5.2 What is expected of a person following a religion or belief?; Christmas as hope Spring 1: UC People of God - How can following God bring freedom and justice?; 5.3 Beliefs about God, the world and others; Islam Five Pillars / Hinduism Spring 2: UC Salvation - What did Jesus do to save human beings? Summer 1: UC Gospel - What would Jesus do?; Why do some people believe in God? Summer 2: UC Kingdom of God - What kind of king is Jesus?; 5.4 How do faiths express meaning through the arts? Architecture focus 	<ul style="list-style-type: none"> Pupils move into Upper KS2 concepts: God as holy and loving, Messiah, freedom and justice, atonement, Gospel living and Kingdom of God. They learn how Christians interpret texts such as Isaiah, Gospel accounts, Exodus links, Jesus death and resurrection, Sermon on the Mount and Kingdom parables. They study inspiring religious leaders and examples, including how belief can shape leadership, service, justice, charity and personal commitment. They broaden knowledge of Islam and Hinduism, including the Five Pillars, belief, worship, commitment and the impact of belief on daily life. They explore how religions express meaning through architecture, art, music, symbolism and sacred space across Christianity, Islam and Hinduism. 	<ul style="list-style-type: none"> Explain and interpret biblical texts, recognising metaphor, prophecy, Gospel narrative, parable and different Christian understandings. Analyse how beliefs influence action, including leadership, justice, charity, worship, moral choices and public service. Compare different religions and worldviews with increasing accuracy, using evidence from texts, case studies, artefacts, buildings and lived examples. Research, select and present information about leaders, charities, worship, belief and architecture, evaluating what is most significant. Weigh up questions about God, hope, justice, belief and how people should live, giving thoughtful reasons and responding respectfully to others.
<p>Concept themes: God; Incarnation/Messiah; People of God; freedom and justice; Salvation; Gospel; Kingdom of God; leadership; Islam; Hinduism; sacred arts.</p>		
<p>Values links: Hope is explored through Christmas, justice and Kingdom of God. Curiosity and Perseverance grow through big questions about belief and interpretation. Kindness, Respect and Community link to leadership, charity, architecture and shared worship.</p>		

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<p>Year 6 Units:</p> <ul style="list-style-type: none"> Autumn 1: Judaism, Holocaust/Kindertransport and being upstanders; Understanding Christianity links Autumn 2: UC Incarnation Digging Deeper - Was Jesus the Messiah? Spring 1: UC People of God Digging Deeper; 6.1 Sacred texts - Bible, Torah and Bhagavad Gita; 6.3 Global issues, human rights and social justice Spring 2: UC Salvation Digging Deeper - What did Jesus do to save human beings? Summer 1: UC Gospel - What would Jesus do? Summer 2: UC Kingdom of God Digging Deeper; 6.2 Local community, places of worship, charity, giving and a better world 	<ul style="list-style-type: none"> Pupils consolidate and extend Upper KS2 Understanding Christianity, revisiting Incarnation, People of God, Salvation, Gospel and Kingdom of God with greater theological depth. They learn about Judaism, remembrance, Kindertransport, the Holocaust and the importance of being upstanders against prejudice and injustice. They study sacred texts as sources of authority and wisdom, including the Bible, Torah and Bhagavad Gita, and compare how texts guide communities. They explore how religions and worldviews respond to global issues such as human rights, fairness, social justice, charity, environmental responsibility and peace. They investigate local religious and worldview communities, inter-faith relationships, charitable giving, worship, service and what might make the world better. 	<ul style="list-style-type: none"> Analyse connections between texts, beliefs, historical events and lived responses, using evidence to support explanations and interpretations. Compare how different communities use sacred texts, worship, charity, remembrance and moral teaching to shape identity and action. Research global and local examples of religion and belief in action, evaluating reliability, significance, impact and different viewpoints. Discuss challenging questions about suffering, prejudice, hope, justice, responsibility, forgiveness and community harmony with maturity and respect. Articulate balanced, reasoned responses in speeches, writing, discussion, presentations and creative outcomes, showing religious literacy and empathy.
<p>Concept themes: Sacred texts; Incarnation; People of God; Salvation; Gospel; Kingdom of God; Judaism; remembrance; justice; charity; inter-faith and local community.</p>		
<p>Values links: Respect and Kindness are deepened through remembrance, anti-prejudice learning and upstander choices. Hope connects to justice, charity and the possibility of a better world. Community is strengthened through local faith links, inter-faith understanding and service.</p>		