

Intent	Implementation
<p>The Religious Education and Worldviews Primary Knowledge Curriculum aims to develop pupils' knowledge and understanding of a wide range of religious and non-religious traditions, fostering respect, curiosity, and critical thinking. The curriculum is designed to introduce pupils to the diversity of beliefs and practices in both monotheistic religions (Christianity, Islam, Judaism) and polytheistic or dharmic religions (Hinduism, Sikhism, Buddhism), while also engaging with Humanism and philosophical worldviews. Pupils are encouraged to reflect on their own beliefs and values while developing an appreciation of those held by others, preparing them to live thoughtfully and respectfully in a plural society.</p>	<p>Implementation is achieved through a clear sequence of units across EYFS, KS1, and KS2 that interleave knowledge of religious texts, teachings, practices, and symbols with enquiry into philosophy, ethics, and lived experiences. In EYFS, pupils are encouraged to build curiosity about the world, noticing special times, celebrations, and traditions in their own lives and those of others. Core disciplinary knowledge is developed through enquiry skills such as asking questions, listening carefully to stories, and beginning to compare similarities and differences between practices. In KS1, pupils build on this foundation by learning about Christianity, Islam, and Judaism, supported by disciplinary approaches such as exploring sacred texts, considering what symbols mean, and reflecting on questions of belonging. In KS2, pupils study creation stories, sacrifice, forgiveness, justice, and philosophy, with disciplinary knowledge developed through structured enquiry—interpreting evidence, evaluating meaning, and considering the impact of beliefs on communities. Lessons make use of artefacts, stories, visits, discussion, and reflection to connect substantive knowledge of religion with disciplinary ways of knowing.</p>
Impact	
<p>The intended impact is that pupils develop secure knowledge of key religious and non-religious traditions, alongside the ability to ask thoughtful questions and engage in respectful dialogue. By learning about different worldviews, they build cultural capital, moral reasoning, and empathy. Pupils also acquire core disciplinary knowledge, including how to interpret religious texts, understand symbolism, and recognise that there are different ways of answering life's big questions. They leave our academy able to distinguish between knowledge of what people believe (substantive knowledge) and how we can enquire into those beliefs (disciplinary knowledge). This prepares them for secondary RE, while also contributing to their personal development, citizenship, and ability to participate positively in modern British society.</p>	
Progression	
<p>Progression is carefully sequenced from the foundations established in EYFS through to the more abstract and complex concepts studied in KS2. In EYFS, children begin by developing curiosity about celebrations, symbols, and traditions in their own families and communities, and through disciplinary enquiry they begin to ask simple questions and notice similarities and differences. In KS1, pupils develop substantive knowledge of Christianity, Islam, and Judaism through stories, sacred places, and practices, while strengthening disciplinary knowledge by learning to compare, discuss, and reflect on meaning. By lower KS2, pupils encounter creation stories, the Bible, and Sikhism, learning to link religion with culture and moral codes, and developing disciplinary skills of interpreting texts and asking evaluative questions. In upper KS2, pupils engage with more abstract concepts such as reconciliation, justice, and ethics, with disciplinary knowledge enabling them to weigh up arguments, examine evidence, and articulate well-reasoned views. This progression ensures children move from curiosity-driven noticing and naming in EYFS, to concrete knowledge and comparison in KS1, and finally to abstract theological and ethical enquiry in KS2, underpinned by both substantive and disciplinary knowledge.</p>	

RE and World Views Year Group Map

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Why do people celebrate Harvest?	Why do people celebrate Hannukah and Christmas?	Why do people celebrate Chinese New Year?	Why do people celebrate Ramadan and Eid?	Why and how are places special to people?	
Reception						
KS1- Monotheistic religions (Christianity, Islam and Judaism)						
Year 1	Discovering Religion	Christianity	Judaism	Christianity Easter and symbols	Multifaith Our Wonderful world and philosophy	Multifaith Belonging
Year 2	Multifaith Sacred places	Christianity Life of Jesus	Islam	Christianity Teachings of Jesus	Multifaith Leaders and Teachers	Multifaith Symbols and artefacts How do artefacts teach people about past?
KS2- Polytheistic religions (Hinduism, Sikhism) and Judaism						
Year 3	Multifaith Creation stories	Christianity Jesus as an inspiration for Christians	Hinduism	Christianity Christian representation of God – Holy Trinity	Multifaith Religion in my local community	Multifaith Me, my beliefs and my community
Year 4	Multifaith Culture and religion.	Christianity The Bible.	Sikhism	Christianity Easter and the history and events at the time	Multifaith Right, wrong and rules	Multifaith Sacrifice
Year 5	Multifaith Symbols and religious expression	Christianity Christianity in History	Buddhism	Christianity Jesus as an example to Christians	Multifaith Words of wisdom	Humanism
Year 6	Multifaith Love and forgiveness Reconciliation and Redemption	Multifaith Equality and inequality	Multifaith Freedom, Authority and Rule of Law	Multifaith Justice and Judgement	Multifaith The journey of life and death	Multifaith Philosophy and ethics