

# Kingsway Junior School

## RE Progression Overview

### **Ages 7–8: Foundations of Belief, Story and Sacred Experience**

#### **Curriculum focus**

Pupils are introduced to core ideas of religion through stories, rituals, sacred places, and festivals. They begin to understand that religion shapes how people live and what they value.

#### **Enquiry structure**

- What is the best way for a Sanatani to lead a good life?
- Has Christmas lost its true meaning?
- What is 'good' about Good Friday?
- Where do people travel for spiritual and religious fulfilment? (multi-faith)
- What do some deities tell Sanatanis about God?
- Does visiting the Ganges make a person a better Sanatani?

#### **Expected progression**

Pupils:

- identify key religious stories, festivals, and places of worship
  - begin to describe beliefs about God and deities
  - understand that sacred places and journeys have religious significance
  - recognise that religions provide guidance on how to live a good life
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### **Ages 8–9: Belonging, Identity and Moral Understanding**

#### **Curriculum focus**

Pupils deepen their understanding of how beliefs influence daily life, identity, and moral behaviour. They explore religious teachings and begin to interpret meaning.

#### **Enquiry structure**

- How do Jewish beliefs, teachings and stories impact on daily life?
- What is the most significant part of the Nativity story for Christians today?
- How does celebrating Shavuot help Jewish children feel closer to God?
- Is forgiveness always possible for Christians?
- What is the best way for a Jew to lead a good life?

- Do you have to be in a building to pray, worship and belong? (multi-faith)

### **Expected progression**

Pupils:

- explain how religious beliefs influence actions and lifestyle
  - understand key religious concepts such as forgiveness and belonging
  - explore how sacred texts and festivals shape identity
  - begin to compare religious practice across traditions
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## **Ages 9–10: Commitment, Interpretation and Belief in Action**

### **Curriculum focus**

Pupils examine how religious believers express commitment and interpret sacred texts. They begin to evaluate truth claims and consider differing perspectives.

### **Enquiry structure**

- How far would a Sikh go for their religion?
- Is the Christmas story true?
- How significant is it for Christians to believe that God intended Jesus to die?
- How are sacred teachings and stories interpreted by Sikhs today?
- What is the best way for a Sikh to show commitment to God?
- How do people show their commitment? (multi-faith)

### **Expected progression**

Pupils:

- explain different ways believers show commitment to faith
  - understand that sacred texts can be interpreted in different ways
  - begin to evaluate religious truth claims
  - compare expressions of faith across religions
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## **Ages 10–11: Evaluation, Worldviews and Ultimate Questions**

### **Curriculum focus**

Pupils engage with abstract and philosophical questions about belief, meaning, and truth. They evaluate the significance of religious teachings and develop reasoned responses.

### **Enquiry structure**

- What is the best way for a Muslim to show commitment to God?

- How significant is it that Mary was Jesus' mother?
- How is the Qur'an vital to Muslims today?
- Is Christianity still a strong religion over 2000 years after Jesus was on Earth?
- Does belief in Akhirah (life after death) help Muslims lead a good life?
- What does goodness look like? (multi-faith)

### **Expected progression**

Pupils:

- evaluate the significance of religious beliefs and teachings
- explain how sacred texts influence modern life and practice
- analyse the impact of belief in life after death on behaviour
- synthesise understanding of "goodness" across worldviews

### **Overall Curriculum Progression**

Across Key Stage 2, pupils progress through four stages of learning:

#### **1. Awareness and description (Ages 7–8)**

Pupils encounter religious stories, symbols, and practices.

#### **2. Understanding and explanation (Ages 8–9)**

Pupils explain how beliefs influence identity and behaviour.

#### **3. Interpretation and comparison (Ages 9–10)**

Pupils explore meaning, interpretation, and differing perspectives.

#### **4. Evaluation and synthesis (Ages 10–11)**

Pupils evaluate religious ideas and construct reasoned responses to ultimate questions.

### **Impact**

By the end of the curriculum, pupils will:

- have secure substantive knowledge of major world religions
- understand a range of worldviews and perspectives
- be able to discuss and evaluate complex religious and ethical questions
- demonstrate respect, curiosity, and critical engagement with beliefs different from their own