

## KEY KNOWLEDGE PROGRESSION DOCUMENT – Religious Education (Derbyshire Syllabus)

Features	
<ul style="list-style-type: none"> <li>• At Nursery, the key knowledge progression document takes reference from the following documentation: Early Years Framework, Development Matters and Birth to 5 Matters</li> <li>• At Reception and Key Stage 1 &amp; 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"> <li>• Believing – Religious beliefs, teachings, sources; questions about meaning, purpose and truth</li> <li>• Expressing – Religious and spiritual forms of expressions; questions about identity and diversity</li> <li>• Living – Religious practices and ways of living; questions about values and commitment</li> </ul> </li> <li>• These strands have been adopted from the <a href="#">Derbyshire RE syllabus</a>.</li> <li>• 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"> <li>• Pilgrimage</li> <li>• Worship</li> <li>• Faith</li> <li>• Community</li> <li>• Values</li> <li>• Identity</li> <li>• Interpretation</li> <li>• Significance</li> <li>• Belonging</li> <li>• Respect</li> </ul> </li> </ul>	<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"> <li>• 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.</li> </ul> <p><b>Derbyshire Syllabus Aims (2020-2025)</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	

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- 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

- the number in brackets relate to the enquiry questions referenced in the Derbyshire syllabus
- the headings 'Discovering', 'Exploring', 'Connecting' and 'Applying and Interpreting' are taken from the Derbyshire syllabus and represent the progression from EYFS to KS3 in terms of skills used to acquire the knowledge at each stage

Discovering	Exploring	Connecting	Applying & Interpreting
Christianity	Christianity, Islam & Judaism	Christianity, Hinduism, Judaism & Islam	Christianity, Hinduism, Sikhism, Buddhism, Judaism & Islam

(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 Derbyshire syllabus.)

Strand	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7+
<b>Believing</b>			<ul style="list-style-type: none"> <li>RE1.1 know who Christians are and what they believe (1.1) <b>(S)</b></li> </ul>	<ul style="list-style-type: none"> <li>RE2.1 know who Muslims are and what they believe (1.2) and how this guides their lives <b>(S)</b></li> <li>2.2 Know who Jews are and what they believe (1.3) and how this guides their lives (S)</li> </ul>	<ul style="list-style-type: none"> <li>RE3.1 know what different people believe about God (S) and how it guides their life choices <b>(D)</b> (L2.1)</li> </ul>		<ul style="list-style-type: none"> <li>RE5.1 know that some people believe God exists (U2.1) <b>(S)</b> and how this influences their choices <b>(P)</b></li> </ul>		<ul style="list-style-type: none"> <li>RE7.1 know that some people question God's existence and why they do this(3.1) <b>(D)</b></li> </ul>
	<ul style="list-style-type: none"> <li>REN.1 know a collection of stories that are special <b>(S)</b></li> </ul>	<ul style="list-style-type: none"> <li>RER.1 know which stories are special (s) and explore why <b>(P)</b> (F1)</li> </ul>	<ul style="list-style-type: none"> <li>RE2.3 know what can be learnt from sacred books (1.4) and how it impacts on the believers' lives <b>(D)</b></li> </ul>	<ul style="list-style-type: none"> <li>RE3.2 know why the Bible is so important for Christians today and articulate this making comparisons to</li> </ul>				<ul style="list-style-type: none"> <li>RE7.2 know what it means to live biblically (3.2) <b>(D)</b></li> </ul>	

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	<ul style="list-style-type: none"> <li>REN.2 know who is special to them <b>(S)</b></li> </ul>	<ul style="list-style-type: none"> <li>RER.2 know which people are special and be able to give reasons why <b>(P)</b> (F2)</li> </ul>			<ul style="list-style-type: none"> <li>other sacred texts (L2.2) <b>(D)</b></li> </ul>	<ul style="list-style-type: none"> <li>RE4.1 know why Jesus is so inspiring to some people <b>(S)</b> and be able to articulate the impact he has on believers' lives (L2.3) <b>(D)</b></li> </ul>	<ul style="list-style-type: none"> <li>RE5.2 know how understanding the values of Jesus can guide people in the 21<sup>st</sup> century, and identify these at a local, national and global level <b>(D)</b> (U2.2)</li> </ul>		<ul style="list-style-type: none"> <li>RE7.3 know what is so radical about Jesus <b>(P)</b> (3.3)</li> </ul>
								<ul style="list-style-type: none"> <li>RE6.1 know how religion can guide people when life gets hard making comparisons across different faiths including Christianity <b>(D)</b> (U2.3)</li> </ul>	<ul style="list-style-type: none"> <li>RE7.4 know that some people feel that death is the end <b>(P)</b> (3.4)</li> </ul>
Expressing	<ul style="list-style-type: none"> <li>REN.3 know what places are special to them <b>(S)</b></li> </ul>	<ul style="list-style-type: none"> <li>RER.3 know what places are special and explore why places can be special to some and not others (F3) <b>(P)</b></li> </ul>	<ul style="list-style-type: none"> <li>RE1.2 know what makes some places sacred (1.5) <b>(S)</b></li> </ul>		<ul style="list-style-type: none"> <li>RE3.3 know why people pray making comparisons across different faiths (L2.4) <b>(P)</b></li> </ul>		<ul style="list-style-type: none"> <li>RE5.3 know people believe God is everywhere and know why they still go to a place of worship <b>(P)</b> (U2.4)</li> </ul>		<ul style="list-style-type: none"> <li>RE 7.5 know informed insights into why people suffer and suggest solutions <b>(D)</b> (3.5)</li> </ul>
	<ul style="list-style-type: none"> <li>REN.4 know what times are special to them E.g. birthday, Christmas <b>(S)</b></li> </ul>	<ul style="list-style-type: none"> <li>RER.4 know what times are special and explore why <b>(P)</b> (F4)</li> </ul>	<ul style="list-style-type: none"> <li>RE1.3 know how and why we celebrate special and sacred times and how they influence our lives <b>(P)</b> (1.6)</li> </ul>		<ul style="list-style-type: none"> <li>RE3.4 know why festivals are important to religious communities and how these deepen their faith <b>(P)</b> (L2.5)</li> </ul>	<ul style="list-style-type: none"> <li>RE 4.2 know why festivals are important to religious communities and the influence they have on their lives and choices <b>(P)</b> (L2.5)</li> </ul>		<ul style="list-style-type: none"> <li>RE6.2 know religions express beliefs through arts, architecture, charity and generosity <b>(S)</b> and the impact this has on their faith and actions <b>(D)</b> (U2.5)</li> </ul>	<ul style="list-style-type: none"> <li>RE 7.6 know religious buildings can be used for charity and generosity and take guidance as to how this could be applied to</li> </ul>

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						<ul style="list-style-type: none"> <li>RE4.3 know some people think that life is a journey and what significant experiences mark this <b>(P)</b> demonstrating tolerance and respect for views and beliefs, others and their own(L2.6) <b>(D)</b></li> </ul>			<ul style="list-style-type: none"> <li>others lives <b>(D)</b> (3.6)</li> <li>RE 7.7 know how people can express the spiritual through the arts <b>(P)</b> (3.7)</li> </ul>
Living	<ul style="list-style-type: none"> <li>REN.5 know that they belong in Nursery <b>(S)</b></li> </ul>	<ul style="list-style-type: none"> <li>RER.5 know what it means to be special and where we belong (F5) <b>(S)</b></li> </ul>	<ul style="list-style-type: none"> <li>RE1.4 know what it means to belong to a faith community <b>(P)</b> and understand how this impacts on believers' lives <b>(D)</b> (1.7)</li> </ul>		<ul style="list-style-type: none"> <li>RE3.5 know what it means to be a Christian in Britain today <b>(S)</b> and understand how this impacts on believers' lives <b>(D)</b> (L2.7)</li> </ul>	<ul style="list-style-type: none"> <li>RE4.4 know what it means to be a Hindu in Britain today <b>(S)</b> and understand how this impacts on believers' lives <b>(D)</b> (L2.8)</li> </ul>	<ul style="list-style-type: none"> <li>RE5.4 know what it means to be a Muslim in Britain today <b>(S)</b> and understand how this impacts on believers' lives <b>(D)</b> (U2.6)</li> </ul>	<ul style="list-style-type: none"> <li>RE6.3 know what matters most to Christians and Humanists <b>(S)</b> and how this guides the decisions they make in their lives <b>(D)</b> (U2.7)</li> </ul>	<ul style="list-style-type: none"> <li>RE7.8 know what is good and what is challenging about being a teenage Sikh or Buddhist or Muslim in Britain today <b>(D)</b> (3.8)</li> </ul>
						<ul style="list-style-type: none"> <li>RE4.5 know what we can learn from religions about deciding what is right and wrong (L2.9) recognising how this learning aligns with their own values and identity <b>(D)</b></li> </ul>			<ul style="list-style-type: none"> <li>RE7.9 know that some people believe that religion can help people to be good <b>(S)</b> and how they use this as guidance <b>(D)</b> 3.10)</li> </ul>
								<ul style="list-style-type: none"> <li>RE6.4 know what difference it makes to believe in ahimsa (harmlessness), grace, and/or</li> </ul>	<ul style="list-style-type: none"> <li>RE7.10 know and consider that some people believe that happiness is</li> </ul>

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								Ummah (community) (S) and how these principles are applied to believers' lives (D) (U2.8)	purpose of life (D) (3.9)
									<ul style="list-style-type: none"> <li>RE7.11 know and consider that people believe it makes a difference to believe (D) (3.11)</li> </ul>
	<ul style="list-style-type: none"> <li>REN.6 Know how to talk about something special in their lives (S)</li> </ul>	<ul style="list-style-type: none"> <li>RER.6 know what is special about our world (S) and know how to begin to take care of it (P) (F6)</li> </ul>		<ul style="list-style-type: none"> <li>RE 2.4 know that we should care for others and the world, and why it matters (S) (1.8)</li> </ul>					<ul style="list-style-type: none"> <li>RE7.12 know and consider some people think religion a power for peace or a cause of conflict in the world today (D) (3.12)</li> </ul>
<b>Asking Questions</b>		<ul style="list-style-type: none"> <li>RER.7 Know how to begin to ask questions about their peers lives and make comparisons to their own, responding sensitively (D)</li> </ul>	RE1.5 Know how to begin to ask questions about their learning of Christianity (D)	<ul style="list-style-type: none"> <li>RE2.5 Know how to ask questions about the ideas studied to gain a deeper knowledge (D)</li> </ul>	<ul style="list-style-type: none"> <li>RE3.6 Know how to ask questions to help interpret the message of sacred texts and sources of wisdom (D)</li> </ul>	<ul style="list-style-type: none"> <li>RE4.6 Know how to ask questions that have no agreed answers (P) respecting the views of others who answer differently (D)</li> </ul>	<ul style="list-style-type: none"> <li>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 (P)</li> </ul>	<ul style="list-style-type: none"> <li>RE6.5 Know how to question world beliefs sensitively, respecting different viewpoints (D)</li> </ul>	

### Curriculum End Points

The KCPDs 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 KCPDs. 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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<b>Curriculum end points</b>	<p><u>Children should be able to:</u></p> <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</p>	<p><u>Children should be able to:</u></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 to different communities within the wider world and humans know how to care for things</p>	<p><u>Children should be able to:</u></p> <p>Recall knowledge specified within the KKPDs for Year 1</p> <p>Describe what it is to be a Christian</p> <p>Begin to understand the concept of being sacred and say what is sacred to them</p> <p>Understand that belonging can involve being part of a faith community</p>	<p><u>Children should be able to:</u></p> <p>Recall knowledge specified within the KKPDs for Year 2</p> <p>Describe what it means to be Muslim and Jewish, making comparisons between the two</p> <p>Reflect on how religion guides believers' lives</p> <p>Develop a moral understanding of taking responsibility of our world</p>	<p><u>Children should be able to:</u></p> <p>Recall knowledge specified within the KKPDs for Year 3</p> <p>Identify Christians beliefs about God, the Bible and evaluate the impact of these on a Christian's life</p> <p>Compare and contrast purposes and practises of prayer in different faiths</p> <p>Reflect on the religious meanings of festivals and why they are important to their community</p>	<p><u>Children should be able to:</u></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>Evaluate the moral messages from religions studied, exemplifying them through their own values</p>	<p><u>Children should be able to:</u></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><u>Children should be able to:</u></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 apposing world views and beliefs</p>	<p><u>Children should be able to:</u></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>