**A logo for a primary school

Description automatically generatedProgression of Skills in RE – September 2025**

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|  | **Pathway 1** | **Pathway 2** | **Pathway 3** | **Pathway 4** | **Pathway 5** | **Pathway 6** |
| **KS1** | Through investigating the **Nature of Religion and Belief**, pupils should learn that:  • We are surrounded by distinctive things that are very important. Some of these are called  ‘precious’, 'sacred' or 'holy'.  • People belonging to the same religion/worldview may have different 'holy' or important  things and express their beliefs in different ways. | Through investigating **how Beliefs are Expressed**, pupils should learn that:  • People often give words different meanings when they are trying to express their priorities.  • Many people also use symbols to express these ideas.  • We need to interpret these words and symbols to find their meaning. | Through investigating what is meant by a **Good Life**, pupils will learn that:  • Most religions/worldviews tell stories from the lives of exemplary people as inspiration  about qualities and characteristics of a good life.  • They also teach about specific actions that are right and wrong and about good and bad  attitudes. | Through exploring what is meant by a **Personal Journey**, pupils will learn that:  • Some people have amazing, puzzling or mysterious experiences that make them ask big  questions about life.  • There are many stories about people’s experiences and encounters that have made them  change their lives.  • How non-religious people may not pray but make sense of their experiences and seek  support. | Through studying **Influence and Authority**, pupils should learn that:  • There is evidence of the influence of religions/worldviews on our community all around us.  • Religion does not influence everyone’s life in the same way. | Through considering the **Big Picture**, pupils should learn that:  • Human beings, including groups of religious people, tell stories that help them grapple with  some of the big questions of life.  • Many of these stories are well-known as they have been handed down over generations.  • Humanists find inspiring stories that are non-religious but are sources of wisdom. |
| **KS2** | Through investigating the **Nature of Religion and Belief**, pupils should learn that:  • The terms ‘religion' or 'worldview' represent an overall approach to life including beliefs,  practices, values and identity.  • Within each there is diversity in beliefs and practices.  • There are reasons why some aspects have stayed the same and others have changed. | Through investigating **how Beliefs are Expressed**, pupils should learn:  • People often express their feelings and beliefs through art, music, poetry, story, drama and  physical movement.  • These creative forms of expression also play important roles in most religions and cultures.  • What Humanists think about spirituality and the values they place on the arts and human  creativity. | Through investigating what is meant by a **Good Life**, pupils will learn:  • Most religions share stories of moral exemplars from the past and more recently, guiding  followers on leading virtuous lives.  • Religions/worldviews provide guidance for their followers on how to live a good life.  • There are both differing opinions and agreement on what is meant by a ‘good life’ and what  is right and wrong.  • What motivates Humanists (and others without holy books or religious leaders) to be good. | Through exploring what is meant by a **Personal Journey**, pupils will learn:  • Some people have amazing, puzzling or mysterious experiences that they may explain as an  encounter with a power above  • They may see these as beyond or within the material world and may claim they have given  new insights into life.  • What might make a place special to non-religious people. | Through studying **Influence and Authority**, pupils should learn:  • Communities worldwide are shaped by traditional beliefs from religions/worldviews.  • Some are influenced by a single source and others by many.  • In some communities, the influence of a religion/worldview is largely limited to its followers.  • Why Humanists might celebrate at Christmas/mid-winter time? | Through considering the **Big Picture**, pupils should learn that:  • People tell different stories to communicate important teachings and these stories often  form part of longer narratives.  • Groups of religious and non-religious people tell different stories, which reflect the different  ways in which they view the world.  • Where Humanists find inspiring stories and what makes these a source of wisdom. Where  they find wonder in the scientific story of our origins. |