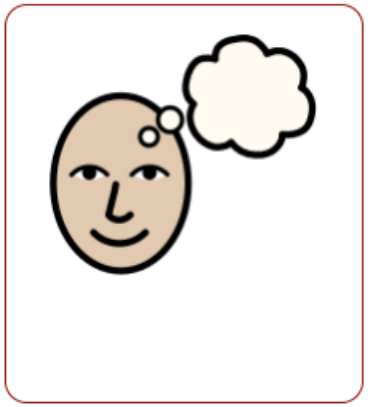
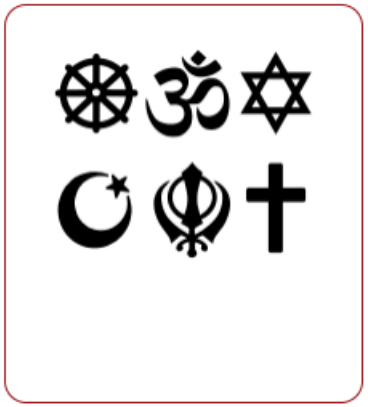
At Owston Park Primary Academy, our Religious Education curriculum is organised around the key substantive concepts of Belief, Expression, Community and Identity, and Values and Meaning. These concepts provide a framework through which pupils develop a coherent understanding of religions, worldviews and the ways in which people make sense of the world around them. Pupils explore what people believe about God, existence and purpose, how beliefs are expressed through worship, symbols, festivals and practices, how faith and worldviews shape communities and individual identities, and how beliefs influence values, choices and ways of living. These concepts are carefully sequenced, revisited and deepened over time, enabling pupils to build secure and connected knowledge of religions, worldviews and lived experiences.

Alongside this, pupils develop their disciplinary knowledge through Interpretation, Reflection, Empathy and Personal Growth, learning to think and work as theologians, philosophers and reflective learners by interpreting sources of wisdom, considering different perspectives, reflecting on questions of meaning and purpose, and exploring their own values whilst respecting the beliefs and experiences of others.

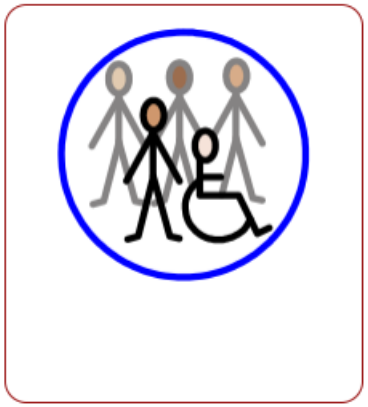
Our Religious Education Concepts



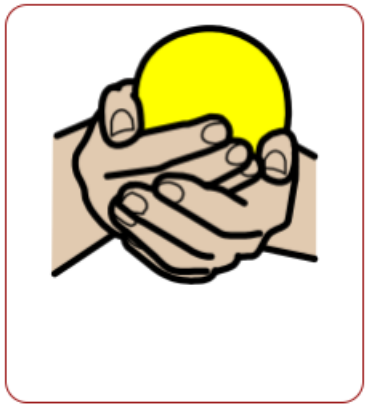
Belief
What people believe about God, reality, meaning and existence.



Expression:
How beliefs are expressed through worship, symbols, celebrations, stories and practices.



Community & Identity:
How beliefs shape belonging, identity and communities.
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Values & Meaning:
How beliefs and worldviews influence choices, morality and ways of living.

Belief

Year	Progression
Y1	Identify groups to which people belong.
Y2	Describe different ways people belong.
Y3	Explain covenant and Jewish identity.
Y4	Describe similarities and differences among beliefs.
Y5	Explain central Hindu beliefs and diversity.
Y6	Explain how identity and commitment can change across life.

Expression

Year	Progression
Y1	Recognise symbols and their meanings.
Y2	Identify forms of prayer and what they express.
Y3	Explain how different people express spirituality.
Y4	Connect religious expression with beliefs, including practices inspired by Gurus.
Y5	Explain Sikh expressions of belief using symbols and actions.
Y6	Compare interpretations and distinguish shared belief from individual practice.

Community and Identity

Year	Progression
Y1	Identify why people gather for festivals.
Y2	Describe the role of communities in preserving stories and celebrations.
Y3	Connect ancient narratives to present-day celebrations.
Y4	Use evidence to describe the range of worldviews in a community.
Y5	Explain the meaning of Jewish festivals and communal identity.
Y6	Compare how different worldviews influence communities and relationships.

Values and Meaning

Year	Progression
Y1	Give examples of caring actions and simple reasons.
Y2	Explain choices using a religious or non-religious teaching.
Y3	Connect Christian teachings with actions and reasons.
Y4	Explain how pilgrimage affects outlook and behaviour; explain how the Five Pillars of Islam influence Muslim life.
Y5	Compare Humanist and religious approaches to living well.
Y6	Evaluate values in an ethical dilemma, using evidence and acknowledging differences.

Knowledge Progression – R.E

	Key Concepts Covered	Vocabulary	Substantive Knowledge	Disciplinary Knowledge
EYFS				
Y1	Belief; Expression; Community and Identity; Values and Meaning	baptism, care, celebration, ceremony, charity, church, community, Christmas, choice, Eid, faith, family, festival, gratitude, kindness, mosque, neighbour, belonging, symbol, welcome	Children know that people belong to different religious communities and that religions have special stories, celebrations, symbols and places of worship. They understand that Christians and Jewish people express their beliefs in different ways and that communities gather to celebrate important events. They know that religious stories help believers understand important ideas and values.	Interpret simple stories, symbols and artefacts. Reflect on their own experiences of celebration, belonging and gratitude. Show empathy towards people with different beliefs and practices. Begin to express their own ideas about what is important to them and others.
Y2	Belief; Expression; Community and Identity; Values and Meaning	Bible, conscience, dharma, example, fairness, gratitude, Hindu, prayer, Qur'an, reflection, responsibility, right, sacred, salah, teaching, Torah, worship, wrong	Children understand that people can belong to communities in different ways and that beliefs, traditions and celebrations help shape identity. They know that prayer is an important way that many people express beliefs and communicate their thoughts, hopes and thanks. They understand that religious and non-religious teachings can influence the choices people make and the way they live their lives. They know that sacred books are important sources of guidance for believers and can explain how stories, teachings and celebrations are passed from one generation to another through communities and traditions.	Interpret stories, symbols, prayers and sacred texts to identify meaning. Reflect on their own choices, experiences and questions about belonging and belief. Demonstrate empathy by recognising that people express beliefs and celebrate in different ways. Begin to explain how beliefs, practices and teachings may influence the lives of individuals and communities.
Y3	Belief; Expression; Community and	art, Bible, commandment,	Children understand that beliefs help shape identity and belonging within religious communities. They	Interpret religious stories, symbols and sources of wisdom to identify

	Identity; Values and Meaning	covenant, discipleship, Easter, ethics, Exodus, Jewish, music, parable, Passover, promise, reflection, remembrance, Shabbat, spirituality, Torah, tradition, worship	know that the Jewish covenant is a special relationship between God and the Jewish people and understand how this influences Jewish identity and practice. They recognise that people express spirituality in different ways and understand that prayer, reflection and worship can have personal meaning for believers. They know that Christian teachings influence how many Christians live their lives and can explain connections between beliefs and actions. They understand that religious stories continue to influence the lives of believers today and can connect ancient narratives with present-day celebrations, traditions and observances.	deeper meaning. Reflect on how beliefs, practices and experiences influence individuals and communities. Show empathy by recognising that people may express spirituality and faith in different ways. Begin to explain how religious beliefs shape identity, behaviour and ways of living, whilst considering their own responses to questions of meaning and belonging.
Y4	Belief; Expression; Community and Identity; Values and Meaning	census, community, crucifixion, diversity, Easter, equality, Guru Granth Sahib, Guru Nanak, Hajj, Holy Week, langar, resurrection, respect, salah, salvation, sawm, seva, shahadah, ummah, worldview, zakat	Children understand that beliefs, practices and worldviews influence how people live and interact with others. They know that religious communities may hold different beliefs and viewpoints, even within the same faith tradition, and can describe similarities and differences among beliefs in their local community. They understand that religious practices often express underlying beliefs and can explain how Sikh teachings and the example of the Gurus inspire the actions, service and worship of Sikhs today. They know that the Five Pillars of Islam provide guidance for Muslims and influence daily life, worship and decision-making. They understand that pilgrimage is an important spiritual journey for many believers and can explain how pilgrimage may influence a person's outlook, identity and behaviour. They recognise that religious stories, traditions and	Interpret religious practices, stories, symbols and sources of wisdom, identifying links between beliefs and actions. Reflect on how beliefs, experiences and spiritual practices influence personal identity and behaviour. Show empathy by recognising and respecting diversity within and between religious and non-religious worldviews. Explain how beliefs, values and traditions influence individuals and communities, whilst considering their own responses to questions of meaning, belonging and purpose.

			communities continue to shape the lives of believers today.	
Y5	Belief; Expression; Community and Identity; Values and Meaning	atman, Brahman, covenant, dharma, empathy, equality, ethics, evidence, five Ks, gurdwara, Humanism, identity, karma, Khalsa, memory, moksha, Pesach, reason, Rosh Hashanah, Sukkot	Children understand that religious beliefs can be expressed and interpreted in different ways within faith communities. They know the central beliefs of Hinduism and can explain how these beliefs influence the lives of Hindus, recognising diversity within the religion. They understand how Sikh beliefs are expressed through symbols, actions and community life and can explain the significance of key Sikh practices. They know that Jewish festivals help to strengthen faith, identity and community and understand how celebrations connect believers to their history and traditions. They understand that religious and non-religious worldviews offer different approaches to living a good life and can compare Humanist and religious perspectives on morality, purpose and responsibility. They recognise that beliefs, traditions and experiences can shape personal identity throughout life.	Interpret religious and non-religious beliefs using sources of wisdom, stories, symbols and traditions. Reflect critically on questions of meaning, purpose and identity, considering how beliefs influence values and actions. Show empathy by recognising diversity within and between worldviews and responding thoughtfully to different perspectives. Explain and compare how beliefs shape communities, identities and ways of living whilst developing their own informed views.
Y6	Belief; Expression; Community and Identity; Values and Meaning	Abraham, ascension, church, commitment, compassion, conscience, covenant, dilemma, Hajj, Holy Spirit, interpretation, justice, Moses, Pentecost, pilgrimage,	Children understand that beliefs, worldviews and life experiences can influence identity, commitment and behaviour in different ways. They know that religious stories and sacred texts may be interpreted differently and can compare different interpretations of key Christian narratives, including covenant and resurrection. They understand how different worldviews influence communities, relationships and	Interpret and evaluate a range of religious and non-religious sources, recognising that beliefs may be understood and expressed in different ways. Reflect critically on questions of meaning, identity, morality and purpose, justifying their views with evidence and reasoning.

		principle, promise, resurrection, sacred, transformation	ways of living. They know that values and beliefs can be used to guide decision-making and can evaluate ethical dilemmas using evidence from religious and non-religious worldviews. They recognise that people may reach different conclusions about meaning, morality and purpose and can explain reasons for these differences.	Demonstrate empathy by appreciating the complexity and diversity of beliefs, practices and experiences within and between communities. Express informed and balanced conclusions about how beliefs and worldviews influence people's lives whilst considering their own developing values and perspectives.

Knowledge Progression – R.E

Concept development over time:

Key Focus	 Belief	 Expression	 Community & Identity	 Values & Meaning
Year 1: What does it mean to belong to a community of belief? (Autumn 1–2)	Understanding that different groups hold different beliefs and traditions.	Exploring how beliefs are shown through practices and symbols.	Belonging, identity and membership of religious communities.	Considering why belonging is important to people.
Year 1: How are symbols used to welcome new life? (Spring 1)	Understanding that symbols can communicate beliefs and values.	Symbols, ceremonies and welcoming practices such as baptism and naming ceremonies.	Exploring how communities welcome and support new members.	Reflecting on why welcoming others is important.
Year 1: Why are festivals important in a community? (Spring 2 & Summer 1)	Understanding the beliefs and stories behind festivals.	Exploring festivals as expressions of belief and celebration.	Gathering together, belonging and shared traditions.	Understanding why festivals are important and what they teach communities.
Year 1: How and why do we care for others? (Summer 2)	Understanding that beliefs can influence actions and behaviour.	Exploring how beliefs may be expressed through caring actions.	Caring for people within families and communities.	Kindness, care, gratitude and responsibility towards others.
Year 2: How can we make good choices? (Autumn 1–2)	Understanding that religious and non-religious beliefs can influence decisions and behaviour.	How beliefs are expressed through actions and behaviour.	Considering how communities pass on values and expectations.	Making choices, fairness, responsibility and moral decision-making.

Year 2: How and why do some people pray? (Spring 1)	Understanding that prayer is rooted in beliefs about God, faith and spirituality.	Prayer, worship, gratitude and reflection as expressions of belief.	Exploring how prayer connects people within faith communities.	Reflecting on why prayer may be important to some people.
Year 2: Which books and stories are important? (Spring 2– Summer 1)	Sacred texts as sources of belief, guidance and authority.	Exploring how sacred books are treated, shared and used in worship.	Understanding how communities preserve beliefs through stories and sacred texts.	Considering what people learn from sacred stories and teachings.
Year 2: How do stories help Hindus to live their lives? (Summer 2)	Understanding Hindu beliefs through stories such as the Ramayana.	Exploring how stories communicate beliefs and values.	Understanding how stories continue to influence Hindu communities today.	How stories guide choices, behaviour and ways of living.
Year 3: How do Jews remember God's covenant? (Autumn 1-2)	Covenant as a special promise between God and the Jewish people and how beliefs shape Jewish identity.	Exploring how covenant is remembered through Shabbat, the Torah and other Jewish practices.	Understanding how covenant strengthens Jewish belonging and identity.	Considering commitment, responsibility and keeping promises.
Year 3: How do different people express their spirituality? (Spring 1)	Understanding the beliefs that inspire spiritual practices and reflection.	Music, prayer, worship, art and reflection as expressions of spirituality.	Exploring shared and personal expressions of spirituality.	Reflecting on meaning, purpose and personal experiences.
Year 3: How do ancient stories influence modern celebrations? (Spring 2-Summer 1)	Understanding the beliefs communicated through the Exodus story and Easter narratives.	Exploring how stories are remembered through Passover, Easter and festival traditions.	Connecting ancient narratives with present-day celebrations and community traditions.	Understanding the values and lessons that continue to influence believers today.
Year 3: How does the Bible help Christians to live a good life? (Summer 2)	Understanding Christian beliefs found within the Bible and its teachings.	Exploring how beliefs are expressed through actions and behaviour.	Understanding how Christian communities use the Bible as a source of guidance.	How parables, commandments and discipleship influence Christian choices and actions.
Year 4: How do the five pillars help Muslims to	Understanding the beliefs that underpin the Five Pillars and their importance within Islam.	Exploring how beliefs are expressed through prayer,	Understanding the role of the global Muslim community (*ummah*).	How beliefs influence choices, actions and ways of living.

lead a good life? (Autumn 1-2)		fasting, charity, pilgrimage and declaration of faith.		
Year 4: Why do the lives of the Gurus inspire Sikh believers? (Spring 1)	Understanding Sikh beliefs and teachings through the lives of the Gurus.	Exploring how Sikh beliefs are expressed through service, equality and respect for the *Guru Granth Sahib*.	Understanding how Sikh teachings shape community identity and belonging.	How teachings inspire behaviour, service and moral action.
Year 4: What faiths and beliefs can be found in our country and community? (Spring 2-Summer 1)	Understanding that people hold a range of religious and non-religious beliefs and worldviews.	Exploring how different beliefs are expressed in everyday life and worship.	Diversity, identity, belonging and the range of worldviews within local communities.	Considering the importance of respect and understanding in diverse communities.
Year 4: How are the stories of Holy Week important to Christians? (Summer 2)	Christian beliefs about Jesus, crucifixion, resurrection and salvation.	Exploring how beliefs are expressed through Holy Week and Easter worship.	Understanding how Holy Week stories shape Christian identity and community.	Considering themes of sacrifice, hope, forgiveness and new life.
Year 5: What do Hindu people believe? (Autumn 1-2)	Hindu beliefs including Brahman, atman, dharma, karma and moksha, and understanding diversity within Hindu traditions.	Exploring how beliefs influence religious practices and ways of living.	Understanding how shared beliefs contribute to Hindu identity and belonging.	Considering how beliefs influence choices, responsibilities and life goals.
Year 5: How do Sikhs express their beliefs? (Spring 1)	Understanding Sikh beliefs that underpin religious practice and identity.	Expressing belief through the Khalsa, the Five Ks, the gurdwara, equality and service.	Exploring how Sikh symbols and practices strengthen community identity.	Understanding how beliefs can inspire service, equality and moral action.
Year 5: How and why do Jewish communities celebrate their festivals? (Spring 2-Summer 1)	Understanding the beliefs and historical events remembered through Jewish festivals.	Exploring how faith is expressed through festivals, rituals and symbolic actions.	How festivals strengthen Jewish communal identity and belonging.	Reflecting on remembrance, gratitude, renewal and commitment.

Year 5: What is Humanism? (Summer 2)	Humanism as a non-religious worldview and understanding how Humanists make sense of life.	Exploring how Humanist values may be expressed through actions and choices.	Understanding that communities can be shaped by shared values as well as shared religion.	Ethics, reason, evidence, empathy and different approaches to living a good life.
Year 6: What values do people live by? (Autumn 1-2)	Understanding that religious and non-religious worldviews can shape people's values and beliefs.	Exploring how values are expressed through actions and decision-making.	Understanding how shared values can influence communities and relationships.	Justice, compassion, conscience, principles and ethical dilemmas, comparing different approaches to living a good life.
Year 6: How might pilgrimage transform people's lives? (Spring 1)	Understanding beliefs that inspire pilgrimage and commitment.	Pilgrimage as an expression of faith, devotion and spiritual commitment.	Exploring how pilgrimage connects believers to wider faith communities.	Considering how experiences such as pilgrimage can influence outlook, identity, behaviour and personal growth.
Year 6: What do Bible narratives say about covenant? (Spring 2-Summer 1)	Covenant, promises, Abraham, Moses and different interpretations of biblical narratives.	Exploring how beliefs about covenant are remembered and communicated through scripture.	Understanding how covenant contributes to Jewish and Christian identity.	Considering the significance of commitment, responsibility and faithfulness.
Year 6: What is the significance of Easter, Ascension and Pentecost? (Summer 2)	Christian beliefs about resurrection, ascension, the Holy Spirit and the foundation of the Church.	Exploring how these beliefs are expressed through worship, festivals and Christian practice.	Understanding how these events have shaped Christian identity and community.	Considering themes of hope, transformation, purpose and mission.