Water Orton Primary	**Knowledge Progression Map** **National Curriculum Area: Religious Education** https://www.coventry.gov.uk/sacre						
	Reception and Year 1		Year 2	**Year 3 and 4**		**Year 5 and 6**	
Subject coverage from the national curriculum	**Cycle A** Autumn 1 & 2 F1: How can people show they belong together? Spring 1 & 2 F2: Who are the people in sacred (special) stories and why might they still be important today? Summer 1 & 2 F3: How do people know how to treat each other? **Cycle B** Autumn 1 & 2 K1:3 How do people with similar religion and worldviews share and celebrate their beliefs? Spring 1 & 2 K1:4 Who is Jesus? Summer 1 & 2 K1:5 What is most important to different people?		**Cycle A & B** Autumn 1 & 2 K1:1 How might your religion or worldview be seen in the choices you make? Spring 1 & 2 K1:2 Where do people turn for guidance in life? Summer 1 & 2 K1:6 Why has the Coventry Blits shaped Christian worldviews locally and globally?	**Cycle A** Autumn 1 & 2 L2:1 Why are nature and the seasons significant for religion and worldviews? Spring 1 & 2 L2:2 How are religions and worldviews shaped and expressed through art and architecture? Summer 1 & 2 L2:3 What can religion and worldviews tell us about conflict, peace, forgiveness and reconciliation and is that important? **Cycle B** Autumn 1 & 2 L2:4 How might your worldview lead you to hard things for good reasons? L2:5 What or who is 'God' and how is the divine understood in theistic worldviews? Spring 1 & 2 L2:6 Do you have to part of a faith community to express an organised worldview? Summer 1 & 2 L2:7 How have religion and history entwined in this area?		Cycle A Autumn 1 & 2 U2:1 Who is Jesus? Spring 1 & 2 U2:2 Why might ancient stories still be so important for religion and worldviews today? Summer 1 & 2 U2:3 Do religions change or stay the same? **Cycle B** Autumn 1 & 2 U2:4 What might it mean to live well? U2:5 How do beliefs and ideas about land shape the way human beings live? Spring 1 & 2 U2:6 How might your worldview impact on the way you understand death and beyond? Summer 1 & 2 U2:7 What do organised worldviews have to tell us about what truth is and where it might be found?	
Key features running throughout all topics	The Warwickshire and Coventry Syllabus for religious education aims to ensure that all pupils: • **To know about and understand a range of worldviews, both religious and non-religious, recognising both similarities and differences as part of study.** • **To be familiar with possible answers to deep questions about self, others, the world and the possibility of a deity, drawn from a range of case studies from religion and worldviews.** • **To become increasingly confident in the main disciplines of theology, philosophy and human and social sciences, and their associated tools and methods, to allow for rich academic study of religion and worldviews to take place.** • **To have the time and space to reflect upon their own personal worldview and the personal knowledge they bring to RE lessons, considering what they might learn from religion and worldviews encountered and how these, in turn, might shape their own worldview.** • **This agreed syllabus requires that all pupils learn from Christianity in each phase of education, in keeping with the requirement that agreed syllabi be 'in the main Christian'**						
Belonging and Believing	**Reception and Year 1 Cycle A**	**Reception and Year 1 Cycle B**	**Year 2 Cycle A and B**	**Year 3/4 Cycle A**	**Year 3/4 Cycle B**	**Year 5/6 Cycle A**	**Year 5/6 Cycle B**

	F1: How can people show they belong together?	K1.3 How do people with similar religion and worldviews share and celebrate their beliefs?			L2:6 Do you have to part of a faith community to express an organised worldview?	U2:1 Who is Jesus?	
Wisdom and Guidance	**Reception and Year 1 Cycle A**	**Reception and Year 1 Cycle B**	**Year 2 Cycle A**	**Year 3/4 Cycle A**	**Year 3/4 Cycle B**	**Year 5/6 Cycle A**	**Year 5/6 Cycle B**
	F2: Who are the people in sacred (special) stories and why might they still be important today?		K1:2 Where do people turn for guidance in life?			U2:2 Why might ancient stories still be so important for religion and worldviews today?	
Personal Responsibility	**Reception and Year 1 Cycle A**	**Reception and Year 1 Cycle B**	**Year 2 Cycle A**	**Year 3/4 Cycle A**	**Year 3/4 Cycle B**	**Year 5/6 Cycle A**	**Year 5/6 Cycle B**
	F3: How do people know how to treat each other?		K1:1 How might your religion or worldview be seen in the choices you make?		L2:4 How might your worldview lead you to hard things for good reasons?		U2:6 How might your worldview impact on the way you understand death and beyond?
Living Well	**Reception and Year 1 Cycle A**	**Reception and Year 1 Cycle B**	**Year 2 Cycle A**	**Year ¾ Cycle A**	**Year ¾ Cycle B**	**Year 5/6 Cycle A**	**Year 5/6 Cycle B**
		K1:4 Who is Jesus?		L2:3 What can religion and worldviews tell us about conflict, peace, forgiveness and reconciliation and is that important?			U2:4 What might it mean to live well?
Authority and Power	**Reception and Year 1 Cycle A**	**Reception and Year 1 Cycle B**	**Year 2 Cycle A**	**Year ¾ Cycle A**	**Year ¾ Cycle B**	**Year 5/6 Cycle A**	**Year 5/6 Cycle B**
		K1:5 What is most important to different people?			L2:5 What or who is 'God' and how is the divine understood in theistic worldviews?		U2:7 What do organised worldviews have to tell us about what truth is and where it might be found?
Changes			**Year 2**	**Year ¾**	**Year ¾**	**Year 5/6**	**Year 5/6**

			Cycle A	Cycle A	Cycle B	Cycle A	Cycle B
			K1:6 Why has the Coventry Blits shaped Christian worldviews locally and globally?	L2:1 Why are nature and the seasons significant for religion and worldviews? L2:2 How are religions and worldviews shaped and expressed through art and architecture?		U2:3 Do religions change or stay the same?	
Grand Narratives				Year ¾ Cycle A	Year ¾ Cycle B	Year 5/6 Cycle A	Year 5/6 Cycle B
					L2:7 How have religion and history entwined in this area?		U2:5 How do beliefs and ideas about land shape the way human beings live?

	**Belonging & Believing**
	Disciplines: Theo HSS
	**Wisdom and Guidance**
	Disciplines: Theo Phil HSS
	**Personal Responsibility**
	Disciplines: Phil HSS Theo
	**Living Well**
	Disciplines: Theo Phil HSS
	**Authority & Power**
	Disciplines: Theo Phil HSS
	**Changes**
	Disciplines: HSS Hist Theo
	**Grand Narratives**
	Disciplines: Theo Phil HSS Hist