Princess May Primary School

RE Sequence of Knowledge and Skills Progression 2026–27

A Spiral Curriculum

Our RE scheme follows the Hackney Local Agreed Syllabus for Religion and Worldviews 2024–2029 and has been designed as a spiral curriculum with the following key principles in mind:

✓ **Cyclical:** Pupils return to the same big ideas – celebration, stories, belonging, symbols and community – and to the same religions and worldviews again and again during their time in primary school.

✓ **Increasing depth:** Each time an idea is revisited it is covered with greater complexity, moving from recalling and naming to describing, connecting and explaining.

✓ **Prior knowledge:** Upon returning to a religion or worldview, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.

Our curriculum intent

At Princess May, we aim for all our pupils to develop our school values of respect, empathy and determination. A high quality RE curriculum enables children to develop these values alongside gaining knowledge and skills in this subject area. In line with the Hackney Agreed Syllabus, our aim is for all pupils to develop a high degree of religious literacy, with the ability to appreciate difference and diversity, respecting everyone that they meet, work with and live alongside. Our scheme of work aims to inspire pupils to become curious, reflective and open-minded thinkers who ask big questions about belonging, meaning, purpose and truth. Pupils learn about Christianity, the other principal religions, communities with a significant local presence in Hackney and non-religious worldviews. The scheme makes a valuable contribution to pupils' spiritual, moral, social and cultural development and prepares them to participate fully in, and contribute positively to, life in modern Britain.

Holistic and sequenced teaching of Religious Education

Sequential lessons
Each year group explores one big question through six units. Learning is organised around the three aims of the Hackney Agreed Syllabus:

- A: Learn about and understand religions and worldviews
- B: Express and communicate ideas about religions and worldviews
- C: Gain and deploy the skills needed to study religions and worldviews

A broad and balanced RE curriculum

- Covers Christianity, at least one other principal religion, a religious community with a significant local presence and, where appropriate, a secular worldview in every year.

Enquiry-led units
Each unit is framed as a question, giving pupils the chance to investigate, discuss and respond creatively, while offering teachers opportunities to adapt learning to the needs of their class.

Encounter and experience
Visits to places of worship and visitors from different communities bring learning to life: a church, St Paul's Cathedral, a gurdwara, a synagogue, a mandir, a mosque and a Buddhist temple.

Application of knowledge and skills
Children apply what they have learned to big questions, reflecting on their own ideas and the ideas of others.

EYFS Framework

In the EYFS, RE follows three Hackney Agreed Syllabus themes: Celebrating special times; Stories and what they tell us; Aspects of identity and relationships.

Understanding the World

ELG: People, Culture and Communities

Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

ELG: Past and Present

Talk about the lives of the people around them and their roles in society.
Understand the past through settings, characters and events encountered in books read in class and storytelling.

Personal, Social and Emotional Development

ELG: Building Relationships

Work and play cooperatively and take turns with others. Show sensitivity to their own and to others' needs.

Hackney Agreed Syllabus Programme of Study

RE is part of the curriculum that all schools must provide. In contrast to other subjects, where there are national programmes of study, the programme for RE is locally agreed. The Hackney Local Agreed Syllabus for Religion and Worldviews 2024–2029 aims to give children and young people the opportunity to: (A) learn about religion and worldviews; (B) express and communicate ideas about religion and worldviews; and (C) gain and deploy the skills needed for the study of religion and worldviews. RE also provides an opportunity for children to understand each other's beliefs, practices and ways of life. At Princess May, the Hackney Agreed Syllabus underpins our curriculum.

Sequence of Learning Overview

By the end of each key stage, children are expected to:

EYFS RE End Points:

Understanding the World

ELG: People, Culture and Communities

- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

Hackney Agreed Syllabus EYFS themes

- Celebrating special times
- Stories and what they tell us
- Aspects of identity and relationships

KS1 RE End Points (Hackney Agreed Syllabus, Appendix B1):

At the end of Key Stage 1 pupils will be able to:

Aim A: Learn about and understand

- **A1:** Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.
- **A2:** Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the

communities from which they come.

- **A3:** Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.

Aim B: Express and communicate

- **B1:** Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make.
- **B2:** Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.
- **B3:** Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.

Aim C: Gain and deploy skills

- **C1:** Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry.
- **C2:** Find out about and respond with ideas to examples of cooperation between people who are different.
- **C3:** Find out about questions of right and wrong and begin to express their ideas and opinions in responses.

KS2 RE End Points (Hackney Agreed Syllabus, Appendix B1):

At the end of Key Stage 2 pupils will be able to:

Aim A: Learn about and understand

- **A1:** Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their ideas.
- **A2:** Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
- **A3:** Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.

Aim B: Express and communicate

- **B1:** Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.
- **B2:** Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.
- **B3:** Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences between different religions and worldviews.

Aim C: Gain and deploy skills

- **C1:** Discuss and present their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own thoughtfully in different forms including reasoning, music, art and poetry.
- **C2:** Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to community, values and respect.
- **C3:** Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own clearly in response.

The Aims of RE

Aim A: Learn about and understand	
A1	Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities.
A2	Identify, investigate and respond to questions posed by, and responses offered by, some of the sources of wisdom found in religions and worldviews.
A3	Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
Aim B: Express and communicate	
B1	Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities.
B2	Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value.
B3	Appreciate and appraise varied dimensions of religion.
Aim C: Gain and deploy skills	
C1	Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively.
C2	Enquire into what enables different communities to live together respectfully for the wellbeing of all.
C3	Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people’s lives.

Sequence of Knowledge

	Religions and worldviews studied	Key knowledge	Key vocabulary	Visits
Nursery ***What is special to me?***	Christianity, Islam, Hinduism, Sikhi, Judaism, Humanism	• Christians celebrate Christmas (the birth of Jesus) and Easter. • Hindus and Sikhs celebrate Diwali, the festival of light, with diva lamps. • Jewish people build a sukkah (shelter) at Sukkot. • Sikhs celebrate Guru Nanak's birthday (Gurpurab); Guru Nanak was the first Sikh Guru. • Muslims celebrate Eid ul-Fitr at the end of Ramadan, and Eid ul-Adha. • Stories can teach us how to be kind and how to treat others.	*special, celebrate, festival, story, family, Christmas, Easter, Diwali, diva lamp, Eid, Sukkot, sukkah, Guru*	—
Reception ***What is special to me and others?***	Christianity, Islam, Buddhism, Hinduism, Judaism	• Jesus told stories called parables, such as the Good Samaritan and the Lost Coin. • Buddhists remember the Buddha at Buddha Day (Wesak). • Jewish people remember Moses leading the Israelites out of Egypt at Passover and share a Seder meal. • A church is a special place where Christians worship. • Muslims believe in one God (Allah) and pray, give and fast during Ramadan. • Friends help, share with and care for each other.	*parable, Bible, church, Jesus, Buddha, Wesak, Passover, Seder, Muslim, Allah, mosque, Ramadan, friend*	**Church**
Year 1 ***What does it mean to belong?***	Christianity, Sikhi, Islam, Humanism (all religions and worldviews: family and friends)	• People can belong to families, friendship groups, communities and religions. • Christians may show they belong through baptism; Christmas celebrates the birth of Jesus. • Sikhs follow the teachings of the ten Gurus and the Guru Granth Sahib; the gurdwara and langar welcome everyone; the 5 Ks show belonging to the Khalsa. • Muslims belong to the ummah; the Shahadah, the Qur'an and the mosque are central. • Humanists live without religion, using reason, kindness and evidence to make choices.	*belong, community, baptism, church, Sikhi, gurdwara, langar, Guru Granth Sahib, Khalsa, 5 Ks, Islam, Shahadah, Qur'an, Humanist*	**Gurdwara**
Year 2 ***What can we learn from special stories?***	Christianity, Judaism, Islam, all religions and worldviews	• Jesus told parables to teach people about God and how to live. • Sacred books such as the Bible, Torah and Qur'an are special and treated with care. • The Easter story: Palm Sunday, the Last Supper, Good Friday and Easter Sunday. • Many religions use special food and fasting, e.g. Lent, Ramadan and Yom Kippur. • Religious and non-religious people have stories and ideas about how the world began and why we should care for it. • Stories can teach us about peace or forgiveness.	*parable, sacred, Bible, Torah, Qur'an, Holy Week, crucifixion, resurrection, fasting, Lent, Ramadan, creation, stewardship, peace, forgiveness*	**St Paul's Cathedral**

Year 3 ***How are symbols and sayings important in religion and worldviews?***	Judaism, Hinduism, Sikhi, Christianity, Buddhism, Islam, secular worldviews	• Jewish people celebrate Shabbat at home and worship in the synagogue; the mezuzah and Torah scroll are important. • Hindus celebrate Holi, remembering the story of Prahlad and Holika. • Jesus and the Buddha taught through stories and sayings that made people think. • Sikh sayings, such as the Mool Mantar, express Sikh beliefs about God (Waheguru). • Light is an important symbol in Christianity, Judaism and Hinduism (e.g. Advent candles, the Hanukkah candles, diva lamps). • Symbols and signs carry meaning in religious and non-religious worldviews.	*symbol, saying, Shabbat, synagogue, mezuzah, Torah, Holi, Prahlad, Mool Mantar, Waheguru, parable, Buddha, enlightenment, light*	**Synagogue**
Year 4 ***What is important to people in my local community?***	Christianity, Hinduism, Humanism, all religions and worldviews	• The Bible is made up of the Old and New Testaments; Christians use it for guidance. • Hindus worship (puja) at a home shrine and in the mandir, using murtis and the arti ceremony. • Easter is the most important Christian festival: Jesus' death and resurrection. • Our identity is shaped by many things, including family, culture, beliefs and community. • Humanists base choices on reason, evidence and empathy (e.g. the Golden Rule). • Weddings in different religions and worldviews include vows, symbols and ceremonies.	*Old Testament, New Testament, Gospel, puja, murti, arti, shrine, mandir, resurrection, identity, influence, Humanist, celebrant, vow, ceremony*	**Hindu temple (mandir)**
Year 5 ***What impact do beliefs have on actions?***	Christianity, Islam, Alevism, all religions and worldviews	• Christmas is celebrated in different ways around the world. • Muslims believe Muhammad is the final prophet, who received the Qur'an from the angel Jibril. • At the mosque, Muslims perform wudu and salah. • Christians try to follow Jesus' example, e.g. loving their neighbour and serving others. • Alevi people worship in the cemevi and express beliefs through the semah; many Alevis live in Hackney. • Religions and worldviews teach about inner forces, such as conscience, temptation and kindness, that affect how we think and behave. • Many religions and worldviews teach that animals and the natural world should be treated with care and respect.	*tradition, prophet, revelation, Jibril, Qur'an, mosque, wudu, salah, Alevi, cemevi, semah, inner forces, conscience, temptation, equality, respect*	**Mosque**
Year 6 ***How important are the similarities and differences between and within religions and non-religious worldviews?***	Christianity, Buddhism, all religions and worldviews	• Christians express faith through art, music and architecture (e.g. icons, stained glass). • People hold different beliefs about life after death: heaven, resurrection, reincarnation, nirvana and Humanist views. • The four Gospels give accounts of the first Easter Sunday, with similarities and differences. • Religions and worldviews share some beliefs and values and differ on others. • Present-day religious leaders show qualities such as compassion, courage and service. • Celebrations such as Kwanzaa can bring people of all backgrounds together.	*Gospel, source, evidence, resurrection, soul, heaven, reincarnation, samsara, nirvana, icon, leader, interfaith, similarity, difference, Kwanzaa*	**Buddhist temple**

Progression of skills

Aim A: Learn about and understand

	A1: Beliefs and practices	A2: Sources of wisdom	A3: Ways of life and expressing meaning	Progress step (B2)
Nursery ***What is special to me?***	Join in with and talk about special times: Sukkot, Guru Nanak's birthday, Diwali, Christmas, Easter and Eid.	Listen to and talk about stories (The Lost Sheep, Muhammad and the Kitten, The Hare and the Tortoise, The Two Brothers / The Gift of Friendship), saying what happens.	Notice and handle special objects used at celebrations (e.g. diva lamps, a sukkah, Easter eggs) and say what they see.	Early Learning Goals: beginning to work towards Step 1.
Reception ***What is special to me and others?***	Name some festivals and say what people do to celebrate them (Buddha Day, Diwali, Christmas, Passover, Easter, Eid).	Retell parts of The Good Samaritan, The Lost Coin and The Donkey in the Tiger Skin and say what they teach about treating others.	Recognise some objects and places that are special to communities (e.g. a church, a Seder plate) and begin to say why.	Early Learning Goals: working towards Step 1.
Year 1 ***What does it mean to belong?***	Recall and name ways that Christian, Sikh, Muslim and Humanist people show they belong, including how Christians celebrate Christmas.	Retell the Christmas story and suggest its meaning; know that the Bible, Guru Granth Sahib and Qur'an are sacred to the communities they come from.	Recognise symbols of belonging (e.g. the cross, the Khanda and the 5 Ks) and some similarities between communities.	**Step 1:** Observe, notice and recognise materials in RE.
Year 2 ***What can we learn from special stories?***	Recall and name how special food and fasting are used in different religions, and how Christians mark Easter.	Retell and suggest meanings for parables Jesus told, the Easter story and creation stories; explain why sacred books are treated with care.	Recognise symbols and actions that express a community's way of life (e.g. Easter symbols, how the Torah is handled), noting similarities.	**Step 2:** Ask questions and give opinions about religions, beliefs and ideas.
Year 3 ***How are symbols and sayings important in religion and worldviews?***	Describe how Jewish people celebrate at home and in the synagogue, and how Hindus celebrate Holi, making connections between practices.	Describe how the teachings of Jesus and the Buddha made people stop and think; explore what Sikh sayings tell us about Sikh beliefs.	Explore and describe how light, symbols and signs are used to express meaning in Christianity, Judaism, Hinduism, Islam and secular worldviews.	**Step 3:** Give thoughtful responses using different forms of expression.
Year 4 ***What is important to people in my local community?***	Describe how Hindus worship at home and in the mandir, and how weddings are marked in different traditions, connecting practices to beliefs.	Describe how Christians use the Bible and why Easter matters to them; respond thoughtfully to Humanist ideas about living a good life.	Explore and describe how buildings, ceremonies and family traditions express meaning and help shape who we are.	*Securing Step 3, moving towards Step 4* **Step 3:** Give thoughtful responses using different forms of expression. **Step 4:** Express ideas thoughtfully in RE.
Year 5 ***What impact do beliefs have on actions?***	Describe and make connections between how Christmas is celebrated around the world and how Alevi and Muslim people put beliefs into practice.	Describe the importance of Muhammad and the Qur'an to Muslims and how Christians use Jesus' teaching to guide their actions.	Explore and describe how beliefs are expressed through actions, e.g. following Jesus' example, the Alevi semah, or how people treat other creatures.	**Step 4:** Express ideas thoughtfully in RE.
Year 6 ***How important are the similarities and differences between and within religions and non-religious worldviews?***	Describe and compare beliefs about life after death across religions and non-religious worldviews, and the qualities of present-day religious leaders.	Investigate the Gospel sources for the first Easter Sunday; respond thoughtfully to a range of sources of wisdom from different communities.	Explore how Christians express faith through the arts and how a shared celebration can express meaning for everyone.	**Step 5:** Explain diverse ideas and view points clearly in various forms.

Progression of skills

Aim B: Express and communicate

	B1: How beliefs influence people	B2: Identity, belonging and value	B3: Dimensions of religion	Progress step (B2)
Nursery ***What is special to me?***	Talk about what they and their families do at special times.	Talk about people, places and things that are special to them, and listen to others.	Notice that people celebrate in different ways and say something that is the same.	Early Learning Goals: beginning to work towards Step 1.
Reception ***What is special to me and others?***	Ask simple questions about what people do at festivals and why it is special to them.	Talk about how they make friends and belong to groups (family, class, faith); show care for what is special to others.	Recognise that communities have special places, books and times; say one similarity (e.g. light at Christmas and Diwali).	Early Learning Goals: working towards Step 1.
Year 1 ***What does it mean to belong?***	Ask and respond to questions about what Christians, Sikhs, Muslims and Humanists do, and why, identifying what difference belonging might make.	Observe and recount ways people show they belong (e.g. in the gurdwara and langar), responding sensitively about where they belong.	Recognise symbols and actions of belonging and say what is similar across communities.	**Step 1:** Recall, name and talk about materials in RE.
Year 2 ***What can we learn from special stories?***	Ask and respond to questions about why stories and books matter to communities and how they guide actions.	Recount stories of peace or forgiveness and respond sensitively with their own ideas about how to treat others.	Recognise how special books, food and Easter symbols express a community's way of life.	**Step 2:** Retell stories, suggesting meanings for sources of wisdom, festivals, worship.
Year 3 ***How are symbols and sayings important in religion and worldviews?***	Begin to explain, with reasons, what symbols and sayings mean to Jewish, Hindu, Sikh and Christian people.	Begin to consider what it means to belong to a community of faith (e.g. Jewish family life), linking to their own experiences.	Observe and consider how light and symbols are used across religions, noticing similarities and differences.	**Step 3:** Describe religions and worldviews, connecting ideas.
Year 4 ***What is important to people in my local community?***	Explain, with reasons, the meaning and significance of worship, sacred texts and ceremonies to people in our local community.	Consider what makes them the person they are and why belonging to a community may be valuable; understand the commitment of marriage.	Observe and consider similarities and differences between religious and non-religious (Humanist) worldviews in our local community.	*Securing Step 3, moving towards Step 4* **Step 3:** Describe religions and worldviews, connecting ideas. **Step 4:** Outline religious ideas and practices, linking different view points.
Year 5 ***What impact do beliefs have on actions?***	Explain, with reasons, how beliefs influence the actions of Christian, Muslim and Alevi people.	Understand some challenges of commitment (e.g. following Jesus' example), reflecting on what influences their own choices.	Observe and consider different dimensions of religion (beliefs, practices, community, ethics) and how they shape the way people think and behave.	**Step 4:** Outline religious ideas and practices, linking different view points.
Year 6 ***How important are the similarities and differences between and within religions and non-religious worldviews?***	Explain clearly, with reasons, the meaning and significance of beliefs about life after death and of religious leadership.	Understand the challenges of commitment to a community of faith or belief and suggest why belonging may be valuable, in diverse communities and their own lives.	Show understanding of similarities and differences between and within religions and worldviews.	**Step 5:** Explain the impact of and connections between ideas, practices, view points.

Progression of skills

Aim C: Gain and deploy skills

	C1: Belonging, meaning, purpose and truth	C2: Living together respectfully	C3: Beliefs, values and right and wrong	Progress step (B2)
Nursery ***What is special to me?***	Wonder about and respond to special times through play, songs, music and art.	Play and share with others, taking turns, as in The Gift of Friendship.	Talk about kind and unkind actions in stories (e.g. Muhammad and the Kitten).	Early Learning Goals: beginning to work towards Step 1.
Reception ***What is special to me and others?***	Talk about what is special to them and others, responding through drawing, role play and music.	Find out how people help each other (The Good Samaritan) and how to make friends with people who are different.	Talk about right and wrong in stories (The Donkey in the Tiger Skin, The Lost Coin) and say what they would do.	Early Learning Goals: working towards Step 1.
Year 1 ***What does it mean to belong?***	Explore questions about belonging and express their own ideas using words, music, art or poetry.	Find out about and respond to examples of people who are different belonging together (e.g. langar, where everyone is welcome).	Find out about right and wrong in families and groups and begin to express their own opinions.	**Step 1:** Notice and find out about religions and worldviews.
Year 2 ***What can we learn from special stories?***	Explore questions about meaning in special stories and about where the world came from, responding creatively.	Find out about and respond to examples of peace and forgiveness between people who are different.	Find out about questions of right and wrong in parables and in how we look after the world, and express their ideas.	**Step 2:** Collect, use and respond to ideas in RE.
Year 3 ***How are symbols and sayings important in religion and worldviews?***	Discuss and present their own and others' views on what symbols and sayings mean, responding through art, music or poetry.	Consider how shared celebrations such as Holi can bring communities together.	Discuss what the teachings of Jesus and the Buddha say about how to treat others.	**Step 3:** Consider, link and discuss questions, ideas and points of view.
Year 4 ***What is important to people in my local community?***	Discuss questions of identity ('What makes me the person I am?'), presenting ideas in different forms.	Consider and apply ideas about how the diverse communities of Hackney live together, responding to community, values and respect.	Discuss religious and Humanist ideas about what is right and how to live a good life.	*Securing Step 3, moving towards Step 4* **Step 3:** Consider, link and discuss questions, ideas and points of view. **Step 4:** Apply ideas about religions and worldviews thoughtfully.
Year 5 ***What impact do beliefs have on actions?***	Discuss challenging questions about the inner forces that affect how we think and behave, applying their own ideas through reasoning, art or poetry.	Consider how beliefs about caring for others and for all living things help diverse communities live together for the wellbeing of all.	Discuss ethical questions (e.g. Should all creatures be treated equally?), expressing their own views clearly.	**Step 4:** Apply ideas about religions and worldviews thoughtfully.
Year 6 ***How important are the similarities and differences between and within religions and non-religious worldviews?***	Discuss and present views on challenging questions such as life after death, using reasoning, music, art and poetry.	Apply ideas about living together by designing a celebration that involves everyone, whether religious or not.	Discuss what is just and fair and which qualities make a good leader, expressing their own views clearly with reasons.	**Step 5:** Investigate and explain why religions and worldviews matter.