

Religions and Worldviews Skills and Knowledge Progression Map

Intent – What we are teaching in Religion and Worldviews

We aim to develop positive attitudes of respect towards other people who hold views and beliefs different from our own and embrace a society of diverse religions and beliefs. Our curriculum will support Christian values as well as knowledge of other religions and worldviews.

Implementation – How we are teaching Religion and Worldviews

At Hatfield Peverel and Nursery school we follow the Saffron Academy Trust RE scheme. The children take part in high quality, weekly RW lessons. The lessons provide an opportunity for practising a variety of skills based around thinking, believing and living. The children will be encouraged to show respect to people with different religious backgrounds and ideas. The children will also be encouraged to share their own ideas and experiences within a respectful environment. There will be cross curricular links across topics and to our school values. Opportunities will be provided for children to visit places of worship as well as welcome religious visitors within school.

Impact – What the children have learnt

Children recognise the importance of learning about other religions and Christianity. Most children can talk with confidence about what they have learnt in RW lessons. Children are able to apply their skills to other topics and about other religions. They can use the resources around them to support independent learning but can also work in a team. The majority of children can hold a conversation about their topic. They are well prepared for their next stage of learning. Most children reach age-related expectations by the end of the year.

Essex Agreed Syllabus for Religious Education

In-depth investigation of:

1. Christianity
2. One other principal world religion or non-religious worldview.

And encountering:

3. At least one other principal religion or non-religious worldview reflected in the local context.

Development Matters

(0-3)

- Make connections between the features of their family and other families.
- Notice differences between people.

(3-4)

- Begin to make sense of their own life-story and family's history.
- Continue developing positive attitudes about the differences between people.

Reception

- Talk about members of their immediate family and community.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.

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Early Learning Goals

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.

Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

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Inclusion including SEND		Assessment		Cultural Capital	
All children will be given the same task because we believe in teaching a mastery approach across all subject areas and equal access for all. Quality first teaching for all children. Teacher modelling and scaffolded practice for all children. Focus groups with adult support for children needed further support. Pre-teach sessions. Where appropriate, guidance has been given on how to simplify tasks within lessons or challenge those who are ready for more stretching tasks. We identify SEND as a broad term which can include physical, sensory, cognitive, behaviour and learning access needs.		Prior knowledge/retrieval opportunities are included at the beginning of units of work so that planning can be adapted/amended to support gaps or misconceptions. Clear sequence of lessons which identify the key knowledge that children need to know at the end of a lesson/unit of work.		Themed Assemblies linked with times of the year. Church Visits – Harvest, Christmas, Easter Service. Reverend Howard half termly assemblies in school.	
At Hatfield Peverel Infant and Nursery School, we use Saffron Academy Trust RE scheme that meets the requirements of the SACRE Essex agreed syllabus for religious education. RE is rooted in three key disciplines or disciplinary fields. It is taught through three lenses: Theology, Philosophy and Human/Social Sciences. Theology requires pupils to explore questions and answers that arise from inside religions and worldviews. Philosophy requires pupils to think like philosophers by exploring questions and answers raised through considering the nature of knowledge, existence and morality. Through the Human/Social Sciences lens, pupils will explore questions and answers raised in relation to the impact of religions and worldviews on people and their lives.					
	Nursery	Reception	Year 1	Year 2	
Theology Strand: Knowledge A. where beliefs come from	• Notice and talk about special people, places and stories. • Recognise that some things are important to others. • Experience simple religious stories through play and songs.	• Give a simple recount of a story used by Christians. • Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview. • Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief. • Recognise different types of writing from within one text.	• Give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview.	• Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief. • Recognise different types of writing from within one text.	

B. How beliefs relate to each other		- Recognise connections between different Christian beliefs. - Recognise that narratives, stories, and texts used by at least one religion or worldview contain beliefs. - Recognise that some beliefs connect together and begin to talk about these connections.	Recognise that narratives, stories and texts used by at least one religion or worldview contain beliefs.	Recognise that some beliefs connect together and begin to talk about these connections.
C. How beliefs shape the way believers see the world		Give an example of how Christian festivals and celebration show their belief in God.	Give an example of how Jews use beliefs to guide their daily lives.	Give different examples of how beliefs influence daily life.
Philosophy Strand: Knowledge A. The nature of knowledge, meaning and existence	- Ask simple questions about the world around them; why, what and who? - Begin to notice similarities and differences of others. - Explore ideas of fairness and kindness through stories and play.	Develop a sense of wonder and curiosity about the world around them, reflecting on their own feelings and experiences.	- Ask questions about the world around them and talk about these questions. - Begin to make connections between using their senses and what they know about the world around them	- Talk about the questions a story or practice from a religion or worldview might make them ask about the world around them. - Talk about what people mean when they say they 'know' something
B. How and whether things make sense			Give a simple reason using the word 'because' when talking about religion and belief.	Give a reason to say why someone might hold a particular belief using the word 'because'.
C. Issues of right and wrong, good and bad		Begin to recognise that some actions are 'good' (kind, helpful) and some are 'bad' (hurtful, unfair).	Using religious and belief stories to talk about how beliefs impact on how people behave.	Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'. Recognise some of the similarities and differences between these ideas.

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Human and Social Science Strand: Knowledge A. The diverse nature of religion		• Begin to talk about similarities and differences in relation to themselves, such as different places of worship.	• Recognise that beliefs can have an impact on a believer's daily life, their family or local community.	• Identify ways in which beliefs can have an impact on a believer's daily life, their family, or local community.
B. Diverse ways in which people practice and express beliefs	• Practice sharing and caring for others. • Begin to notice celebrations and traditions in their own life.	• Show awareness that people belong to different religions and have different beliefs.	• Recognise some of the symbols, artefacts and practices used by people of different religions and beliefs in the local area.	• Identify evidence of religion and belief especially in the local area.
C. The ways in which beliefs shape individual identity, and impact on communities and society and vice versa	• Learn about how to be a kind friend to others. • Begin to understand belonging - "I am part of a family/group" • Develop sense of self.	• Explore what makes them unique and special, including their own feelings, experiences, and family traditions. • Identify people who are important to them at home, school, and in the community.	• Recognise that beliefs can have an impact on a believer's daily life, their family or local community	• Identify ways in which beliefs can have an impact on a believer's daily life, their family or local community.

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Vocabulary				
	Nursery	Reception	Year 1	Year 2
	Me, family, friend, tradition, celebration, happy, sad, kind, love, together, party, home, school, special, celebrate, Diwali, Christmas, forgiveness, grateful	Believe Bible Celebration Christian Christmas Creator Cross Easter Forgiveness Gift God Help Honour Image Jesus Life Love Nativity Precious Sacrifice Sorry Steward Universe	Belief Brahma Candle Challah Bread Community Creation Crucifixion Eid Festival Hindu Judaism Kiddish Cup Mantra Menora Murti Origin Puja Religion Resurrection Salvation Sense Shabbat Shrine Synagogue Vishnu Worship	Advent Agnostic Allah Atheist Baptism Belonging Brahman Christening Christianity Diwali Exodus Faith Font Haggadah Hanukkah Humanist Incarnation Matzah Bread Menorah Passover Pesach Prayers Seder Plate Symbol Thankfulness Theist Tradition

From Saffron Academy Trust Scheme 2025
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Religious Education – Primary Curriculum Map

Learning through a Lens		
Theology – 14 Units	Philosophy – 9 Units	Human & Social Science – 10 Units

Year	Enquiry 1	Enquiry 2	Enquiry 3	Enquiry 4	Enquiry 5
EYFS	Why is the word God so important to Christians? Christian		Why do Christians perform Nativity plays at Christmas? Christian		Why do Christians put a cross in an Easter Garden? Christian
Year 1	What do my senses tell me about the world of religion and belief?	How does a celebration bring a community together?	What do Jewish people remember on Shabbat?	What does the cross mean to Christians?	How did the universe come to be?
	Christian, Hindu, Jewish	Muslim, Christian	Jewish	Christian	Christian, Hindu
Year 2	Why is light an important symbol for Christians, Jews and Hindus?	What does the nativity story teach Christians about Jesus?	How do Christians belong to their faith family?	How do Jewish people celebrate Passover?	Why do people have different views about the idea of God?
	Christian, Jewish, Hindu	Christian	Christian	Jewish	Multi / Humanist

From Saffron Academy Trust 2025