



Leasingham St Andrew's Church of England Primary School
Religious Education Progression Strands
Lincolnshire Agreed Syllabus 2025-30



For implementation: 2025/26

	Strand A: Belonging, Identity & Community	Strand B: Beliefs, Influences & Values	Strand C: Expression, Experience & the Sacred	Strand D: Truth, Interpretation & Meaning
Reception	What it means and how it feels to belong to different groups. Why some people and groups are special. How people come together to celebrate special events How schools come together to celebrate special events.	Why Christmas and Easter are special for Christians. Why Diwali and Holi are special for Hindus. Why people might not belong to a religion.	How people celebrate festivals. How stories are expressed through festivals. Why places of worship matter to people. What makes some places, and the things inside them, sacred or holy. How being inside special and sacred places makes people feel.	Why stories are important to Christians and Hindus. What meaning is given to these stories. How symbols and artefacts in places of worship have special meaning for believers
Year 1	How stories of all kinds give communities a shared identity. The ways in which festivals and celebrations bring people together through a sense of belonging.	How stories form part of religious and non-religious beliefs and help people understand the world. What stories from the Bible teach people about God and the way they should lead their lives. How stories relating to key festivals reflect religious beliefs and concepts, e.g. Christmas and Incarnation.	How stories in form what happens during festivals, e.g. lighting candles at Hanukkah. How stories are used as part of observance of festivals, e.g. telling the story of the Exodus at Passover. How some stories are considered to be special and/or sacred.	How stories can mean different things to different people. How stories may contain 'truth' and what this means to different people. Why people have different views about how the world began.
Year 2	How religions and worldviews connect people, e.g. to families, local and national communities, globally. How sacred scriptures are used in worship and ceremonies to bring communities together. How worldviews connect with each other.	What people in different RWs believe about revelation and sacred scriptures. What people from Abrahamic and Dharmic traditions hold as key beliefs. What humanists believe. What shared beliefs exist within and between worldviews.	Why some texts are considered sacred. How sacred texts are used in personal and communal worship and other ceremonies. How people show respect for sacred scriptures.	What believers mean by 'truth' in sacred scriptures and how this can be interpreted in different ways. Why the concept of revelation is central to understanding some sacred scriptures.

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Year 3	<p>Why pilgrimage has a special meaning for communities.</p> <p>How going on pilgrimage can strengthen a person's religious identity.</p> <p>What it means to a person to be part of a local RW communities.</p> <p>How there is diversity within the same RW community.</p> <p>What RWs contribute to the wider community.</p> <p>How communities are represented in school and in the neighbourhood.</p>	<p>How pilgrimage reflects key beliefs, e.g. Makkah and the 5 Pillars of Islam.</p> <p>What values hold communities together.</p> <p>How people may belong to more than one RW community.</p>	<p>What people experience during pilgrimages and how this might be life changing.</p> <p>What religious and non-religious pilgrimages have in common.</p> <p>What actions and rituals take place during pilgrimages.</p> <p>How communities in Lincolnshire express their faith in everyday life and at special times.</p>	<p>Why the experience of pilgrimage may have a different meaning for different people.</p> <p>How communities in area change over time.</p> <p>Why belonging to a community matters to people.</p>
Year 4	<p>How different ceremonies marking important steps in life bring communities together, symbolising a sense of belonging and identity.</p> <p>How clothing and symbols contribute to a sense of identity.</p> <p>How promises made are strengthened by the presence of community.</p>	<p>How promises made in commitment ceremonies strengthen belief.</p> <p>How ceremonies reflect key beliefs about the purpose of life and death.</p> <p>How promises are connected to beliefs about death.</p>	<p>What rituals and symbolism characterise ceremonies.</p> <p>How the sacred is a key component of religious ceremonies, e.g. promises made to God.</p>	<p>How people interpret the meaning of life and death.</p> <p>How commitment ceremonies may have different meanings for different people.</p>
Year 5	<p>How worship brings communities together and makes individuals feel that they belong.</p> <p>How religious or spiritual experiences can be shared by a community.</p> <p>How people within Abrahamic and Dharmic traditions express worship.</p> <p>How people care for those in their own communities and for others.</p>	<p>How worship reflects key beliefs.</p> <p>The ways in which beliefs and actions (in worship) are linked.</p> <p>How religious or spiritual experiences may strengthen a person's belief.</p>	<p>How people express their faith through prayer and worship, both as members of communities, families and individuals.</p> <p>How music, art and literature might enhance worship.</p> <p>Why experiencing the sacred and holy matters in worship and ceremonies.</p> <p>Which symbols, objects and artefacts aid worship.</p> <p>The ways in which sensory and emotional responses form part of worship and religious experience.</p> <p>How people express care for others, based on teaching within RWs.</p> <p>The ways in which people encounter the sacred or 'unexplained' through religious and spiritual experiences.</p>	<p>What people for Abrahamic and Dharmic traditions mean by worship, prayer and meditation.</p> <p>How beliefs and ideas can be demonstrated and understood in different ways, including through experiences.</p> <p>How religious/spiritual experiences such as miracles can be interpreted in different ways.</p> <p>How non-religious people might interpret religious experiences.</p>

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Year 6	<p>How beliefs are linked to a sense of identity.</p> <p>How communities come together to care for the planet, work for peace.</p>	<p>How different types of authority and influence determine people's beliefs and actions.</p> <p>How values are reflected in the lives of inspirational people.</p> <p>What religious and philosophical thinkers say about the existence of God.</p> <p>What people believe about good and evil and how this may or may not be linked to religion.</p> <p>How people decide about right and wrong.</p> <p>How people believe they should treat each other and the world around them.</p> <p>How key thinkers and activists have influenced the peace narrative.</p>	<p>How people express 'big questions' in everyday life.</p> <p>How inspiration may have a religious or non-religious source.</p> <p>How people express their beliefs in the way they behave and through the values they hold, e.g. about the environment.</p>	<p>Why some sources of truth are trusted more than others.</p> <p>How influence and authority may be interpreted in different ways.</p> <p>Why people do not always agree on what makes a person inspirational.</p> <p>How beliefs about the existence of God are open to interpretation and may change over time.</p> <p>How people decide what is good or bad, right or wrong.</p> <p>How 'peace' can be interpreted in different ways.</p>