

## Religious Education: Substantive and Disciplinary Knowledge Progression

Based on the Northumberland Agreed Syllabus 2022–2027

Acomb First School

### Curriculum Intent

Through Religious Education, pupils develop a rich understanding of religion and worldviews, exploring beliefs, practices, values and lived experiences. Pupils learn substantive knowledge about Christianity and other religions and worldviews whilst developing disciplinary knowledge through theological, philosophical and human/social science approaches. The curriculum promotes curiosity, respect, critical thinking and understanding of diversity in modern Britain.

### Substantive and Disciplinary Knowledge

Substantive Knowledge: The factual content pupils learn about religions and worldviews.

Disciplinary Knowledge: How pupils think, enquire and interpret as religious scholars.

Phase	Substantive Knowledge	Theology & Philosophy	Human & Social Sciences
EYFS	Special people, places, celebrations, Christianity, Christmas, Easter, belonging	Talk about stories and ask simple questions	Notice how people celebrate and live
KS1	Christianity, Judaism, Islam, worship, prayer, sacred texts	Retell beliefs and explore big questions	Describe how believers worship and celebrate
LKS2	Christianity, Hinduism, Judaism, Islam, authority, identity, commitment	Explain beliefs and discuss viewpoints	Investigate religion in communities
UKS2	Christianity, Hinduism, Islam, Humanism, worldview, diversity, meaning	Interpret beliefs and evaluate arguments	Analyse lived religion across communities

### Progression of Substantive Knowledge

#### EYFS

- God as creator
- Jesus as a special person
- Christmas and Easter
- Special places and celebrations

- Belonging and community

### KS1

- Christianity: God, Jesus, Incarnation, Gospel, Salvation
- Judaism: Torah, Covenant, Shabbat
- Islam: Allah, Prophet Muhammad, prayer and mosque
- Belief, worship, community and symbols

### LKS2

- Christianity: Creation, Fall, Incarnation, Gospel, Salvation, Kingdom of God
- Hinduism: Brahman, Dharma, Karma and worship
- Judaism and Islam: identity, commitment and guidance
- Diversity within religions

### UKS2

- Christianity in modern life
- Hindu and Muslim diversity
- Humanism and non-religious worldviews
- Meaning, purpose and ethical decision making

## Progression of Disciplinary Knowledge

Stage	Theology	Philosophy	Human & Social Sciences
EYFS	Talk about beliefs and stories	Ask simple questions	Observe celebrations and traditions
KS1	Describe beliefs and teachings	Consider big questions	Explore religious practices
LKS2	Explain connections between beliefs and actions	Discuss different viewpoints	Investigate communities
UKS2	Interpret beliefs and texts	Evaluate arguments and ideas	Analyse religion in society

## Golden Threads

- Belief
- Community
- Identity
- Authority
- Worship
- Belonging
- Meaning
- Diversity
- Commitment

- Worldviews

### **End of Phase Expectations**

EYFS: Recognise special people, places, stories and celebrations.

KS1: Describe key beliefs, practices and celebrations using simple religious vocabulary.

LKS2: Explain connections between beliefs and practices and discuss different viewpoints.

UKS2: Interpret beliefs, compare worldviews and evaluate questions about meaning and purpose.