

RE : CURRICULUM CONTENT AND PROGRESSION FRAMEWORK

The aim of Religious Education at Monk Fryston Primary School is to invite pupils into thoughtful exploration of life's big questions—those that religions and worldviews seek to answer. Guided by Titus 3:14 to “learn to devote themselves to doing what is good,” children develop the understanding and skills to appreciate and evaluate perspectives while forming their own responses. Through developing religious literacy—the ability to hold balanced and informed conversations about religion and belief—pupils learn to engage thoughtfully with a range of faiths and worldviews. This equips them to interpret meaning, recognise diversity within traditions, and communicate with empathy and respect.

RE nurtures reflective learners who connect belief with action, knowledge with wisdom, and faith with everyday life, while learning to live well together through friendship, compassion, and justice.

To achieve this, our RE curriculum is shaped by four core commitments:

- **Seeing traditions as sources of truth and meaning** – helping pupils recognise that faith traditions offer wisdom, values, and narratives that guide people's lives.
- **Learning the skill of finding overlapping agreement** – encouraging pupils to identify shared principles and values that foster unity and respect across differences.
- **Creating a laboratory for disagreement** – equipping pupils to engage thoughtfully and respectfully with contrasting views, developing confidence in dialogue and debate.
- **Offering glimpses of spiritual wholeness** – providing opportunities for awe, wonder, and reflection, helping children to encounter life's deeper questions and possibilities for meaning.

As a school with a Christian foundation, we follow the North Yorkshire Locally Agreed Syllabus for RE, mapping units for each cycle to ensure a balanced spread of learning about and from different faiths, with Christianity prominent. Content is chosen according to children's needs and prior knowledge; no unit is taught in its entirety.

We teach about world religions to broaden children's understanding beyond their locality. As a small, mainly monocultural community, we see it as our responsibility to foster awareness of diverse beliefs. **Developing religious literacy ensures that this awareness is not superficial but grounded in understanding, dialogue, and mutual respect.** This prepares pupils to live purposeful lives, demonstrating respect, empathy, and openness to others.

Ultimately, our hope is that through RE children embody the wisdom of Titus 3:14: devoted to doing good, attentive to others, and living productive lives that reflect God's love. In short, we nurture good people doing well—living with compassion, justice, community, and enduring friendship.

Colour coded **theo** / **socio** / **philo**

FOUNDATION

Curriculum Content	The key things we want children to know/be able to do
Being special: where do we belong? Why is Christmas special for Christians? Why is the word God so important to Christians	Believing: • Talk about and recognise some religious words and stories e.g. <i>God, Nativity</i> • Identify a sacred text e.g. Bible and another faith text. • Identify some of their own feelings in the stories they hear • Talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do • Talk about what Jesus teaches about saying 'thank you', and why it is good to thank and be thanked. • Talk about people who are special to them • Say what makes their family and friends special to them • Identify some of the qualities of a good friend • Reflect on the question 'Am I a good friend?'

Why is Easter special to Christians? Which places are special and why? What times/ stories are special and why?	- Recall and talk about stories of Jesus as a friend to others - Recall stories about special people in other religions and talk about what we can learn from them. Expressing: - Talk about somewhere that is special to themselves, saying why - Be aware that some religious people have places which have special meaning for them (place of worship) e.g. church, mosque - Talk about the things that are special and valued in a place of worship e.g. font, prayer room - Identify some significant features of sacred places e.g. Nave, spire, the dome - Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church. - Give examples of special occasions and suggest features of a good celebration e.g. birthdays, Christmas etc - Recall simple stories connected with Christmas/ Easter and a festival from another faith e.g. Diwali - Say why Christmas/Easter and a festival from another faith is a special time for Christians/ members of the other faith. Living: - Re-tell religious stories making connections with personal experiences - Share and record occasions when things have happened in their lives that made them feel special - Recall simply what happens at a traditional Christian infant baptism and dedication - Recall simply what happens when a baby is welcomed into a religion other than Christianity. - Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world - Re-tell stories, talking about what they say about the world, God, human beings - Talk about the features of their own immediate environment and how environments might vary from one to another. They make observations of animals and plants and explain talk about changes. - Understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect
YEAR 1	
Curriculum Content	The key things we want children to know/be able to do
Year 1 / 2 Cycle A: Who is Jewish and what do they	Believing: Talk about some simple ideas about Christian beliefs about God and Jesus

believe?	- Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means - Talk about issues of good and bad, right and wrong arising from the stories - Ask some questions about believing in God and offer some ideas of their own - Make links between what Jesus taught and what Christians believe and do - Respond thoughtfully to a piece of Christian music and a Bible text that inspired it
What do Christians believe God is like?	
What does it mean to belong to a faith community?	
Who do Christians say made the world?	
How should we care for the world and for others and why does it matter?	
Year 1 / 2 Cycle B: Who is a Hindu and how do they live?	
Why does Christmas matter to Christians?	
Who is a Muslim and what do they believe?	
Why does Easter matter to Christians?	
What makes some places sacred?	
	Expressing: - Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used. - Talk about ways in which stories, objects, symbols and actions used in churches show what people believe. - Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel. - Ask good questions during a school visit about what happens in a church. - Suggest meanings to religious songs, responding sensitively to ideas about thanking and praising. - Show that they have begun to be aware that some people regularly worship God in different ways and in different places. - Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated - Re-tell stories connected with Christmas/ Easter/Harvest/Pentecost and say why these are important to believers. - Ask questions and suggest answers about stories to do with Christian festivals. - Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers. Living: - Recognise and name some symbols of belonging from their own experience, for Christians. Suggest what these might mean and why they matter to believers. - Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean. - Identify two ways people show they belong to each other when they get married. - Respond to examples of co-operation between different people e.g. <i>Christian Aid working with other countries.</i> - Give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences. - Re-tell Bible stories and stories about caring for others and the world - Identify ways that some people make a response to God by caring for others and the world - Talk about some texts from different religions that promote the 'Golden Rule'(<i>do on to others as you would have them do on to you</i>), and think about what would happen if people followed this idea more

	- Use creative ways to express their own ideas about the creation story and what it says about what God is like. - Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories
YEAR 2	
Curriculum Content	The key things we want children to know/be able to do
Year 1 / 2 Cycle A: Who is Jewish and what do they believe? What do Christians believe God is like? What does it mean to belong to a faith community?	Believing: - Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah. - Re-tell a story about the life of the Prophet Muhammad. - Recognise some objects used by Muslims and suggest why they are important (prayer mat, Hijab/ Burka). - Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel. - Make links between what the Holy Qur'an says and how Muslims behave. - Ask some questions about God that are hard to answer and offer some ideas of their own. - Talk about how the mezuzah in the home reminds Jewish people about God.

Who do Christians say made the world? How should we care for the world and for others and why does it matter? Year 1 / 2 Cycle B: Who is a Hindu and how do they live? Why does Christmas matter to Christians? Who is a Muslim and what do they believe? Why does Easter matter to Christians? What makes some places sacred?	- Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat. - Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means. - Ask some questions about believing in God and offer some ideas of their own. - Make links between some Jewish teachings and how Jewish people live. - Express their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways. - Suggest their own ideas about Christian stories from sacred texts, whilst showing respect and give reasons for their significance. - Re-tell stories from the Christian Bible and stories from Judaism or Islam; suggest the meaning of these stories and then the impact on how people live. - Ask and suggest answers to questions arising from stories Jesus told and from Judaism and/or Islam. Expressing: - Ask questions and suggest answers about stories from Jewish and Islamic festivals and stories. - Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers. - Suggest meanings for some symbols and actions used in religious celebrations, e.g Chanukah and Eid-ul-Fitr and create a comparison. Living: - Re-tell stories from Judaism and Islam about caring for others and the world that promote the 'Golden Rule'('Do unto others as you would have them do unto you'), and think about what would happen if people followed this idea more. - Identify ways that some people make a response to God by caring for others and the world. - Talk about issues of good and bad, right and wrong arising from the stories. - Use creative ways to express their own ideas about the creation story and what it says about what God is like.
YEAR 3	
Curriculum Content	The key things we want children to know/be able to do
Year 3 / 4 Cycle A: What do Christians learn from the	Believing: Describe and ask questions regarding the ways in which Christians, Hindus and/or Muslims describe God and make their own responses.

creation story? What is it like for someone to follow God? Why do people pray? How do people from religious and non-religious communities celebrate key festivals? What kind of world did Jesus want? What can we learn from religions about deciding what is right and wrong? Year 3 / 4 Cycle B: What is the 'Trinity' and why is it important to Christians? What does it mean to be a humanist in Britain today? What does it mean to be a Hindu in Britain today? Why do Christians call the day that Jesus died 'Good Friday'?	• Suggest why having a faith or belief in something can be hard and why it makes a difference in people's lives to believe in God. • Identify similarities and differences between the ideas of God. • Discuss and present their own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts. • Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation and suggest why Christians believe that God needs to rescue/save human beings. • Give examples of how and suggest reasons why Christians use the Bible today. • Describe some ways Christians say God is like (Omnibenevolent=all loving (<i>creation</i>), Omnipresent= all around (<i>holy spirit</i>), Omniscient= all knowing (<i>fall</i>), Omnipotent= all powerful(<i>incarnation</i>)) with examples from the Bible, using different forms of expression • Discuss their own and others' ideas about why humans do bad things and how people try to put things right. • Explain how the Bible uses different kinds of stories to tell a big story e.g The sheep and the goats, The lost son and The Good Samaritan. Expressing: • Describe the practice of prayer in the religions studied. • Make connections between what people believe about prayer and what they do when they pray. • Describe ways in which prayer can comfort and challenge believers. • Describe and explain similarities and differences between how Christians, Muslims and Hindus pray. • Consider and evaluate the significance of prayer in the lives of people today. • Make connections between stories, symbols and beliefs with what happens in at least two Christian festivals. • Ask questions and explain similarities and differences about what matters most to believers in festivals (e.g. Easter, Christmas). • Explore and suggest ideas about what is worth celebrating and remembering in the Christian community and in their own lives. • Discuss and present their own responses about the role of Christian festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of Christianity, using a variety of media. • Suggest how and why Christian festivals are valuable to many people. Living:
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For Christians when Jesus left, what was the impact of Pentecost? Why do some people think that life is like a journey and what significant experiences mark this?	- Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings. - Describe some ways in which Christians express their faith through hymns and modern worship songs. - Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes making links with their own experiences. - Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others. - Explain similarities and differences between at least two different ways of worshipping in two different Christian churches.
YEAR 4	
Curriculum Content	The key things we want children to know/be able to do
Year 3 / 4 Cycle A: What do Christians learn from the creation story? What is it like for someone to follow God? Why do people pray? How do people from religious and non-religious communities celebrate key festivals? What kind of world did Jesus want? What can we learn from religions about deciding what is right and wrong?	Believing: - Describe how Christians celebrate Holy Week and Easter Sunday - Identify the most important parts of Easter for Christians and say why they are important. - Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter. - Make connections between the Easter story of Jesus and the wider 'big story' of the Bible (creation, the Fall, incarnation, salvation), reflecting on the way Christians live today. - Present their own ideas about the most important attitudes and values to have today, making links with Christian values. Expressing: - Make connections between stories, symbols and beliefs with what happens in at least two festivals <u>in religions other than Christianity</u>. - Ask questions and give ideas about what matters most to believers in festivals (e.g. Eid). - Identify similarities and differences in the way festivals are celebrated within and between religions. - Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives. - Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media. - Suggest why some people see life as a journey and identify some of the key milestones on this journey. - Describe what happens in Christian, Jewish, and/or Hindu ceremonies of commitment and say what these rituals mean. - Suggest reasons why marking the milestones of life are important to Christians, Hindus and/or Jewish people. - Discuss some questions and answers about how believers show commitment with their own ideas about community.

Year 3 / 4 Cycle B: What is the 'Trinity' and why is it important to Christians? What does it mean to be a humanist in Britain today? What does it mean to be a Hindu in Britain today? Why do Christians call the day that Jesus died 'Good Friday'? For Christians when Jesus left, what was the impact of Pentecost? Why do some people think that life is like a journey and what significant experiences mark this?	belonging and belief. • Explain similarities and differences between ceremonies of commitment. • Discuss and present their own ideas about the value and challenge of religious commitment in Britain today. Living: • Describe some examples of what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life. • Describe some ways in which Hindus express their faith through puja, aarti and bhajans. • Suggest at least two reasons why being a Hindu is a good thing in Britain today, and two reasons why it might be hard sometimes. • Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others. • Explain similarities and differences between Hindu worship and worship in another religious tradition pupils have been taught. • Discuss and present ideas about what it means to be a Hindu in Britain today, making links with their own experiences. • Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions. • Make connections between stories of temptation and why people can find it difficult to be good. • Give examples of ways in which some inspirational people have been guided by their religion. • Pupils can discuss their own and others' ideas about how people decide right and wrong. • Explain some similarities and differences between the codes for living used by Christians and the followers of at least one other religion or non-religious belief system.
YEAR 5	
Curriculum Content	The key things we want children to know/be able to do
Year 5 / 6 Cycle A: What does it mean if Christians believe that God is Holy and loving? What matters most to humanists and Christians?	Believing: • Outline clearly a Christian understanding of what God is like, using examples and evidence. • Give examples of ways in which believing in God is valuable in the lives of Christians, and ways in which it can be challenging. • Express thoughtful ideas about the impact of believing or not believing in God on someone's life. • Explain how Christians sometimes disagree about what God is like, giving examples of how they interpret texts differently. • Know what some atheists, agnostics and theists say about God, expressing their own ideas and arguments.

What can be done to reduce racism? Can religion help? Why do Christians believe Jesus was the Messiah? What do religious and non-religious worldviews teach about caring for the Earth? Year 5 / 6 Cycle B: Creation and science, conflicting or complementary? For Christians what kind of king was Jesus? What does it mean to be a Muslim in Britain today? What do Christians believe Jesus did to save people? What do religions say to people when life gets hard?	using evidence and examples. • Outline Jesus' teaching on how his followers should live. • Offer interpretations of two of Jesus' parables and say what they might teach Christians about how to live . • Explain the impact Jesus' example and teachings might have on Christians today. • Express their own understanding of what Jesus would do in relation to a moral dilemma from the world today. • Explain the links between Jesus' death on the cross and Christian belief in love and forgiveness, giving reasons why Christians want to follow Jesus. • Explain the challenges of following Jesus' teaching about love, forgiveness, justice and/or generosity, expressing their own ideas. Expressing: • Make connections between how believers feel about places of worship in different traditions . • Describe the most important functions of a place of worship for the community. • Give examples of how places of worship support believers in difficult times, explaining why this matters to believers. • Present ideas about the importance of people in a place of worship, rather than the place itself. Living: • Make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhammad. • Describe and reflect on the significance of the Holy Qur'an to Muslims. • Describe the forms of guidance a Muslim uses and compare them to forms of guidance experienced by the pupils. • Make connections between the key functions of the mosque and the beliefs of Muslims. • Comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life.
YEAR 6	
Curriculum Content	The key things we want children to know/be able to do

Year 5 / 6 Cycle A: What does it mean if Christians believe that God is Holy and loving? What matters most to humanists and Christians? What can be done to reduce racism? Can religion help? Why do Christians believe Jesus was the Messiah? What do religious and non-religious worldviews teach about caring for the Earth? Year 5 / 6 Cycle B: Creation and science, conflicting or complementary? For Christians what kind of king was Jesus? What does it mean to be a Muslim in Britain today? What do Christians believe Jesus did to save people? What do religions say to people when life gets hard?	Believing: - Express ideas about how and why religion can help believers when times are hard, giving examples . - Outline Christian, Hindu and/or nonreligious beliefs about life after death explaining similarities and differences . - Explain some reasons why Christians and Humanists have different ideas about an afterlife . - Explain what difference belief in judgement/heaven/karma/ reincarnation might make to how someone lives, giving examples . - Interpret a range of artistic expressions of afterlife, offering and explaining different ways of understanding. Expressing: - Describe and make connections between examples of religious creativity (buildings and art). - Show understanding of the value of sacred buildings and art. - Suggest reasons why some believers see generosity and charity as more important than buildings and art. - Outline how and why some Humanists criticise spending on religious buildings or art. - Examine how spirituality is expressed through the arts from different perspectives, including their own and from scripture. Living: - Describe what difference it makes to believe in ahimsa (harmlessness), grace and/or Ummah (community). - Describe what Christians mean about humans being made in the image of God and being 'fallen', giving examples. - Express their own ideas about some big moral concepts, such as fairness or honesty comparing them with the ideas of others they have studied. - Suggest reasons why it might be helpful to follow a moral code and why it might be difficult, offering different points of view. - Give examples of similarities and differences between Christian and Humanist values. - Apply ideas about what really matters in life for themselves, including ideas about fairness, freedom, truth, peace, in the light of their learning. - Make connections between beliefs and behaviour in different religions. - Make connections between belief in ahimsa, grace and Ummah, teachings and sources of wisdom in the three religions. - Outline the challenges of being a Hindu, Christian or Muslim in Britain today . - Consider similarities and differences between beliefs and behaviour in different faiths. - Consider and evaluate the significance of the three key ideas studied, in relation to their own ideas.
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