



## Progression Strands from Reception - 6

*Dream big, love God and live well*

*'I can do all things through Him who strengthens me' Philippians 4:13*

Taken from the Lincolnshire Agreed Syllabus.

This shows how each strand builds from Reception to Year 6.

Strand A: Belonging, Identity & community						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
What it means and how it feels to belong to different groups. What some people and	How stories of all kinds give communities a shared identity. The ways in which	How religions and worldviews connect people, e.g. to families, local and national	Why pilgrimage has special meaning for communities. How going on a pilgrimage can	How different ceremonies marking important steps in life bring communities	How worship brings communities together and makes individuals feel that they belong.	How beliefs are linked to a sense of identity. How communities come together to

<p>groups are special.</p> <p>How people come together to celebrate special events, e.g. birth.</p> <p>How schools celebrate special events.</p>	<p>festivals and celebrations bring people together through a sense of belonging.</p>	<p>communities, globally.</p> <p>How sacred scriptures are used in worship and ceremonies to bring communities together.</p> <p>How worldviews connect with each other.</p>	<p>strengthen a person's religious identity.</p> <p>What it means to a person to be part of 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>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 the community.</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>care for the planet, work for peace.</p>
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## Strand B: Beliefs, Influences and Values

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Why Christmas and Easter are special for Christians.</p> <p>Why Diwali and Holi are special for Hindus.</p> <p>Why people might not belong to a religion.</p>	<p>How stories form part of religious and non-religious beliefs and help people understand the world.</p> <p>What stories from the Bible teach people about God and the way they should lead their lives.</p>	<p>What people in different RWs believe about revelation and sacred scriptures.</p> <p>What people from Abrahamic and Dharmic traditions hold as key beliefs.</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>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</p>	<p>How worship reflects key beliefs.</p> <p>The way 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 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</p>

	<p>How stories relating to key festivals reflect religious beliefs and concepts, e.g. Christmas and Incarnation.</p> <p>Why Easter is so important to Christians.</p> <p>Why Passover is so important to Jews.</p>	<p>What humanists believe.</p> <p>What shared beliefs exist within and between worldviews.</p>		<p>beliefs about death.</p>		<p>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>
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## Strand C: Expression, Experience and the Sacred

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>How people celebrate festivals.</p> <p>How stories are expressed through festivals.</p> <p>Why places of worship matter to people.</p> <p>What makes some places, and the things inside</p>	<p>How stories inform what happens during festivals, e.g. lighting candles at Hanukkah.</p> <p>How stories are used as part of observance of festivals, e.g. telling the story of the</p>	<p>Why some texts are considered to be sacred.</p> <p>How sacred texts are used in personal and communal worship and other ceremonies.</p> <p>How people show respect for sacred scriptures.</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</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 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>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</p>

<p>them, sacred or holy. How being inside special and sacred places makes people feel.</p>	<p>Exodus at Passover. How some stories are considered to be special and/or sacred.</p>		<p>during pilgrimages. How communities in Lincolnshire express their faith in everyday life and at special times.</p>		<p>Why experiencing the sacred and holy matters in worship and ceremonies. Which symbols, objects and artefacts aid worship. The ways in which sensory and emotional responses form part of worship and religious experience. How people express care for others, based on teaching within RWs.</p>	<p>values they hold, e.g. about the environment.</p>
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## Strand D: Truth, Interpretation and Meaning

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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	How stories can mean different things to different people. How different stories may contain 'truth' and what this means to different people.	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	Why the experience of pilgrimage may have a different meaning for people. How communities in an area change over time. Why belonging to a community	How people interpret the meaning of life and death. How commitment ceremonies may have different meanings for different people.	What people from different Abrahamic and Dharmic traditions mean by worship, prayer and meditation. How beliefs and ideas can be demonstrated and understood in different ways, including	Why some sources of truth are trusted more than others. How influence and authority may be interpreted in different ways. Why people do not always agree

meaning for believers.	Why people have different views about how the world began.	some sacred scriptures.	matters to people.		through experiences. How religious/spiritual experiences such as miracles can be interpreted in different ways. How non-religious people might interpret religious experiences.	on what makes a person inspirational. How beliefs about the existence of God are open to interpretation and may change over time. How people decide what is good or bad, right or wrong.
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