

Rye College Religion and Beliefs Progression Map (Years 7–9)

This progression map is based on the East Sussex SACRE, with emphasis on developing:

- **Substantive Knowledge** knowing about religions and worldviews
- **Disciplinary Knowledge** knowing how religion and worldviews are studied through:
 - **Theology** – beliefs, teachings, sacred texts and concepts
 - **Philosophy** – questions, meaning, truth, ethics and reasoning
 - **Human & Social Sciences** – lived religion, identity, practice, diversity and community

It demonstrates how knowledge and understanding build across Key Stage 3 using the units and endpoints identified in the curriculum plan.

Overview of Progression

Year	Main Focus	Substantive Knowledge Development	Disciplinary Development
Year 7	Introduction to Abrahamic faiths and Humanism	Foundational knowledge of key beliefs, symbols, sacred stories, prophets, key festivals and practices in Judaism, Christianity, Islam and Humanism	Primarily Theology and Human & Social Science. Pupils begin asking evaluative questions.
Year 8	Deepening Christian theology and lived Judaism	Development of major Christian concepts (Creation, Trinity, Fall, Redemption, Incarnation) alongside Jewish identity and experience	Greater theological interpretation, comparison of viewpoints and evaluation of belief claims. Increased philosophical enquiry.
Year 9	Broadening worldviews	Buddhism, Sikhi, ethics, morality and life after death	Balanced use of Theology, Philosophy and Human & Social Sciences. Pupils evaluate

	and ethical thinking		competing worldviews and justify conclusions.
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Year 7: Foundations

Substantive Knowledge

Pupils develop secure knowledge of:

- Religious symbols and their meanings
- Figures of Abraham, Moses and Noah within Judaism and Christianity
- Christian Christmas and Easter narratives
- Humanist beliefs and celebrations
- Characteristics of Old Testament prophets
- Muhammad and foundational Islamic beliefs
- Similarities and differences across Abrahamic faiths and Humanism.

Disciplinary Knowledge

Theology

Pupils learn to:

- Identify key religious beliefs and teachings.
- Retell sacred stories.
- Recognise religious symbols.
- Describe festivals and their meaning.
- Explain the role of prophets and Muhammad.

Human & Social Sciences

Pupils learn to:

- Explore how Christians, Muslims and Humanists celebrate.
- Consider experiences of Muslim teenagers in Britain.
- Examine religion as lived experience.

Philosophy

Pupils begin to:

- Reflect on whether prophets are needed today.
- Consider their own values and commitments.
- Compare religious and non-religious viewpoints.

End of Year 7

Pupils can:

- Describe key beliefs, stories and practices of Judaism, Christianity, Islam and Humanism.
- Make simple comparisons between worldviews.
- Begin expressing their own informed views

Year 8: Developing Conceptual Understanding

Substantive Knowledge

Pupils deepen understanding of:

Christian Concepts

- Creation
- Stewardship
- Trinity
- Fall
- Sin
- Redemption
- Salvation
- Easter
- Incarnation.

Judaism

- Covenant

- Torah
- Mitzvot
- Messiah
- Diversity within Judaism
- Jewish identity in modern Britain.

Disciplinary Knowledge

Theology

Pupils learn to:

- Interpret Genesis in different ways.
- Understand Christian doctrines.
- Examine Biblical evidence.
- Explore Christian creeds.
- Analyse Christian beliefs about Jesus and Incarnation.
- Understand Jewish beliefs and sacred texts.

Philosophy

Pupils learn to:

- Debate why people are good and bad.
- Evaluate explanations of evil and suffering.
- Consider whether religious claims are convincing.
- Construct reasoned arguments with evidence.

Human & Social Sciences

Pupils learn to:

- Investigate environmental activism.
- Study Eco-Church and lived Christianity.
- Examine experiences of Jewish teenagers.
- Explore diversity within faith communities.
- Understand vocation and religion in contemporary life.

End of Year 8

Pupils can:

- Explain central Christian doctrines.
- Interpret religious texts in multiple ways.
- Understand diversity within religious traditions.
- Evaluate the impact beliefs have on people's lives.
- Compare religious and non-religious worldviews with increasing sophistication.

Year 9: Broadening Worldviews and Critical Thinking

Substantive Knowledge

Pupils encounter:

Buddhism

- Buddha's life
- Four Noble Truths
- Eightfold Path
- Dharma
- Sangha
- Five Precepts
- Enlightenment.

Ethics

- Morality
- Sources of authority
- Deontology
- Consequentialism
- Virtue ethics
- Religious and non-religious ethical approaches.

Sikhi

- Waheguru
- Ik Onkar
- Guru Nanak
- Guru Granth Sahib
- Khalsa
- Sewa
- Equality
- Five Ks.

Life After Death

- Christian beliefs
- Humanist beliefs
- Legacy
- Meaning and purpose
- Eternity
- Remembrance.

Disciplinary Knowledge

Theology

Pupils learn to:

- Explain Buddhist, Sikh and Christian beliefs.
- Use specialist religious vocabulary accurately.
- Compare beliefs across traditions.
- Understand similarities and differences between worldviews.

Philosophy

Pupils learn to:

- Evaluate moral frameworks.
- Analyse arguments about suffering and happiness.
- Debate life after death.

- Consider meaning, purpose and mortality.
- Reach justified conclusions using evidence.

Human & Social Sciences

Pupils learn to:

- Examine Buddhist and Sikh communities.
- Explore Sikh identity in Britain.
- Investigate how beliefs influence behaviour.
- Study diversity within communities.
- Understand how worldviews shape everyday life.

End of Year 9

Pupils can:

- Analyse religions and worldviews using theological, philosophical and social-scientific lenses.
- Compare multiple religious and non-religious responses to ethical and existential questions.
- Use evidence to support balanced evaluations.
- Demonstrate readiness for GCSE Religious Studies study.

Three-Year Disciplinary Progression

Discipline	Year 7	Year 8	Year 9
Theology	Identify beliefs, stories, symbols and practices	Interpret doctrines and sacred texts; understand differing interpretations	Compare belief systems across religions and worldviews
Philosophy	Ask simple questions about meaning, belief and values	Evaluate explanations of human nature, evil and truth claims	Analyse ethical theories and existential questions
Human & Social Sciences	Explore how believers live and celebrate	Study diversity, identity and lived religion in modern Britain	Investigate communities, belonging, ethics and worldview influence on society

Expected Outcome at the End of KS3

By the end of Year 9, pupils should be able to:

Know About (Substantive Knowledge)

- Demonstrate secure knowledge of Christianity, Judaism, Islam, Buddhism, Sikhi and Humanism.
- Understand key beliefs, concepts, practices, key figures and sources of authority.

Interpret Beliefs (Theology)

- Explain how beliefs are derived from sacred texts, teachings and traditions.
- Interpret religious concepts and recognise different theological viewpoints.
- Compare how beliefs are understood within and across traditions.

Think Critically (Philosophy)

- Explore questions about meaning, truth, values and human existence.
- Use evidence and reasoning to evaluate religious and non-religious ideas.
- Consider different responses to ethical and philosophical questions. ?Evaluate competing truth and ethical claims.

Make Connections (Human & Social Sciences and Personal Reflection)

- Understand how beliefs influence identity, behaviour and community life.
- Compare religious and non-religious viewpoints.
- Form well-reasoned personal responses to contemporary questions.

This creates a coherent progression from **knowledge acquisition in Year 7**, through **conceptual and interpretive understanding in Year 8**, to **critical comparison, evaluation and disciplinary thinking in Year 9**.