



Progression in RE

EYFS – : ELG Understanding of the World.

3-4 years

Children continue to develop positive attitudes about the differences between people.

In Our Early Years

Children talk about their own experiences of celebration, belonging and specialness.

Children understand that some places are special to members of their community.

Children recognise that people have different beliefs and celebrate special times in different ways.

Children listen to an talk about Bible stories and stories from other traditions.

Children use religious words and use their senses in exploring religions and beliefs.

Children reflect on their own feelings and experiences.

Children use their imagination and curiosity to develop their appreciation of and wonder about the world in which they live.

Children at the expected level of development will:

Talk about their own times of celebration

Be aware of festivals and special times for different people. Describe how people celebrate some festivals.

Talk about their own special, places, people and objects and understand that other people have times, places and objects that are special to them.

Describe some features of a special place, book or story.

Talk about groups they belong to and be aware that other children belong to different groups.

Talk about a place, a special story or person belonging to a faith community.

Respond with increasing sensitivity and responsibility to the world around them.

Show a range of feelings in response to their experiences. (awe and wonder/ sadness and joy etc.)

Key Vocabulary

Belong, special, celebration, different, the same, respect, church, Mosque, Synagogue, prayer, Christian, Jewish, Muslim, Bible, Torah, Qu'ran, festival, harvest, Christmas, Easter, birthday, Jesus, God

Focus

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Who am I and where do I belong?

Why do we have celebrations?

What can we learn from stories?

What makes a place special?

What makes something special?

What makes our world wonderful

Key Stage One

Knowledge and understanding

Children

- share their thoughts and ideas about God.
- know the key events in Jesus' life.
- understand parables are simple stories Jesus told to teach people deep truths about God and his Kingdom.
- know why Jesus is called 'Saviour'.
- will be familiar with many stories from the Bible.
- retell and outline events in some religious stories.
- recognise features of religious life and practise.
- recognise religious symbols and words.
- know why a church is a special place for Christians.
- know key events in the Christmas nativity, know why it is an important celebration for Christians and identify the signs that show Christians who he is and why he was born.
- know symbols that are important at Easter time and that Jesus died to 'mend' people's friendship with God.
- know that the Torah is the holy book for Jews and investigate why Shabbat is important to Jewish families; identify symbols of the Shabbat meal and suggest what they mean.
- know about Allah and some of his 99 names and how Muslim families live their lives.
- explore Muslim beliefs and the Qur'an to understand what is important to Muslim families.
- demonstrate how the Qur'an should be treated; retell stories about Muhammad and what people might learn from them and why Muhammad is a good leader: identify how peace and respect are important to Muslims.
- explore and compare how communities pray and why some people choose not to pray.
- learn how different communities express thanks for the Harvest.
- retell the Creation story and suggest why they think Christians, Jews and Muslims and non - religious people believe they should look after the world.

Expressing ideas, beliefs and insights

Children

- learn to be reflective on feelings, experiences, questions, beliefs and practises
- develop empathy and identify feelings.
- investigate and ask relevant questions.
- talk about people in the stories and how they might have felt at different times
- learn to identify with different people within the Easter story and correctly talk about the range of emotions involved.
- demonstrate respect and sensitivity for the feelings, thought and beliefs of others in the way that they talk.
- consider why symbols have value for another person.
- know how to discuss and suggest reasons why some people want to help others.
- suggest reasons why Harvest is a time to be thankful and share.
- Know how to sensitively articulate their own beliefs/ ideas connected with images of God.
- talk about experiences from Jesus' life that they can identify with and ask questions about Jesus' life.
- Know how to sensitively express their own ideas about the themes of parables and talk about what is important in the parable for themselves and others.
- respond sensitively to the idea of 'rescue' and discuss how people may have felt before and after meeting Jesus.
- suggest which aspect of Church might be most important to them and respond with sensitivity to the experience of being in a church.
- sensitively connect their own emotions to the experiences of those in the accounts studied.
- respond sensitively to the views of others and give reasons why prayer might be important to someone and not to others. Recognise that some questions about prayer are puzzling.
- respond to the world with a sense of wonder and appreciation; recognise that some questions about the creation are difficult to answer; Suggest why and how they should demonstrate care for their environment.
- suggest why Muhammad is important to Muslims and how they show respect.
- consider why Muslims might learn parts of the Qur'an by heart.
- suggest what it means to treat someone or something with respect.
- discuss how Muslims show respect for Allah in prayer.
- suggest why the Torah is valued by Jews.

		<ul style="list-style-type: none"> • identify why rest is important; talk about what's important in their family weekends; suggest what makes Shabbat a special family time.
<p>NB - Our knowledge is identified for each area above on our Knowledge Organisers</p>	<p style="text-align: center;">Year 1</p> <p>We study</p> <ul style="list-style-type: none"> • Who is Jesus? • Why did Jesus tell parables? • Why is Christmas important to Christians? • What do Christians believe God is like? • What are symbols and why do people use them • What do eggs have to do with Easter? • What is the Torah and why is it important to Jews? • Why do Jewish people celebrate Shabbat? • Why should we look after our world? 	<p style="text-align: center;">Year 2</p> <p>We study</p> <ul style="list-style-type: none"> • Why is the Bible an important book for Christians? • Why is harvest a world- wide celebration? • What does the Christmas story tell Christians about Jesus? • Why is church important to Christians? • Why do Christians call Jesus Saviour? • Why is Easter important to Christians? • Who is Allah and how do Muslims worship him? • What is important to Muslim families? • Is Prayer important to everyone?
<p>Knowledge and understanding</p>	<p>I can</p> <ul style="list-style-type: none"> • retell events from the life of Jesus • identify which events show Jesus is like God. • Recognise that Jesus' miracles raise puzzling questions • Retell a parable told by Jesus and suggest what the meaning is • Retell parables Jesus told and understand the message of the story. • Retell the main events in the Christmas story using religious vocabulary. • Identify something about Christmas that is important to Christians. • Talk about some Christian beliefs about what God is like 	<p>I can</p> <ul style="list-style-type: none"> • retell stories from the Bible and identify what part God plays. • talk about things that Christians may learn from the Bible. • talk about why people like to say thank you to God for the harvest. • talk about similarities and differences in harvest festivals. • say that the important elements of Harvest are gratitude and sharing. • talk about the clues in the Christmas story to show who Jesus is. • recognise symbols within the church and say what they mean • identify how Christians show that God is important. • retell stories of how people were changed by meeting Jesus. • Say why Christians call Jesus Saviour. • Say what the Easter symbols mean and use elements of an Easter Garden to retell the story. • Say what some of Allah's names mean and why they are ' beautiful' to a Muslim. • talk about the different prayer positions to help a Muslim pray. • talk about why Muslims wash before praying. • treat the Qur'an with respect and say why this should be. • retell some stories about Muhammad and say what people can learn from them.

	<ul style="list-style-type: none"> • Explain the meaning of a symbol and match it to its religion/ belief • Identify similarities and differences in symbols from different religions/ beliefs • say the symbols connected with the Easter story (Hot cross buns, eggs, Simnel cake) and know that an egg is the symbol for new life <p>I know</p> <ul style="list-style-type: none"> • the Torah Scroll is a Holy book and is written in Hebrew. • the Torah has rules for Jewish people to follow • that God gave Moses 10 commandments and can discuss the meaning of some of these. • the symbols of the Shabbat meal and suggest what they mean • that Shabbat is a day of rest and a special family day remembering that God rested on the seventh day after creating the world. • the Creation story and can retell it • ways in which to look after our world 	<p>I know</p> <ul style="list-style-type: none"> • that peace and respect are important to Muslims. • that prayer is a way of connecting with God. • that people pray and I can describe similarities and differences in the way they do this. • that non- religious people do not pray and may reflect quietly
<p>Express ideas, beliefs and insights</p>	<p>I can</p> <ul style="list-style-type: none"> • talk about experiences from Jesus life and ask questions about his life • talk about what is important in a parable. • give reasons why Christmas is important to me. • talk about how people in the Christmas story might have felt at different times. • look at pictures of God and talk about my ideas and beliefs connected to the image. 	<p>I can</p> <ul style="list-style-type: none"> • connect my own emotions to the experiences of people in Bible stories. • suggest some reasons why some people want to help others and why it is a time to be thankful and share. • talk about some of the puzzling aspects of the Christmas story and identify how people may be feeling/ thinking about Jesus and why. • say which aspect of Church is important to me, or to a Christian. • respond with sensitivity to the experience of being in a church. • discuss how people may have felt, before, during and after meeting Jesus. • show I have respect and sensitivity for the thoughts , feelings and beliefs of others.

	<ul style="list-style-type: none"> • look at symbols and consider why they are special to another person. • identify different people in the Easter story and talk about the emotions involved. • explain how to treat something with respect and why the Torah is important to Jews • say why rest is important and talk about why Shabbat is a special family time. • suggest how to look after our world and can demonstrate care for the environment. 	<ul style="list-style-type: none"> • say what it means to treat something with respect. • say how Muslims show respect for Allah in prayer. • say why Muhammad is important to Muslims and how they show respect. • say why Muslims might learn parts of the Qur'an by heart. • respond sensitively to the views of others. • give reasons why prayer might be important to someone and not to others.
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Progress in RE depends on the following learning skills being applied to RE in order to move pupils forward from knowledge accumulation to higher level thinking.

Reflecting	I can reflect on feelings, relationships, experience, questions, belief and practises.	
Empathising	I can consider the thoughts, feelings, experiences, attitudes, beliefs and values of others. I can identify feelings such as love, wonder, forgiveness and sorrow. I can see the world through the eyes of others and see their point of view.	
Investigating	I can ask questions, I can gather information from a variety of sources	
Interpreting	I can draw meaning from artefacts, works of art, music, poetry and symbolism. I can interpret religious language. I can suggest the meaning for a religious story.	
Evaluation	I can evaluate stories and issues of religious significance with reference to evidence and argument.	
Analysis	I can distinguish between opinion and fact. I can distinguish between the features of different religions and beliefs.	
Synthesising	I can connect different aspects of life in a meaningful way and link significant features of religion and belief together.	
Application	I can apply my knowledge to make the association between religion and belief to individual, community, national and international life.	
Expressing	I can explain concepts, rituals and practises. I can express views and respond to questions of religion and belief through a variety of media.	
Vocabulary	Celebration, Christmas, Mary Joseph, Son of God, New Testament, Nativity, Mary , Joseph, shepherds, Wise Men/ Magi/ Kings, New Life, hope, Resurrection, Good Friday , Easter Sunday, cross, hot cross buns, Easter Egg, sign, symbol , happy	Symbol, sign, light, Nativity, Angel, star, presents, Wise men, Magi, announced/ Annunciation, cross, Crucifixion, Easter Garden, Sin, Forgiveness, tomb Harvest, festival, Sukkot, Pongal, source, worldwide, producer, farmer, sharing, gratitude, food bank, Jesus, Saviour, rescue/ rescuer, Salvation, Zacchaeus, church, steeple, tower, lectern, pulpit, banner, font, stained glass, alter, communion table, pew, organ, bell, Christian, vicar/ priest, Bible,

	<p>/sad, fish (ICTHUS) dove, flames, candle, communion, bread, wine, light –menorah/ Hanukkah / Havdalah, Star of David, Challah Loaf, geometric patterns, Allah, Arabic, calligraphy, Happy Human, image, Bible, God, Creator miracle, human, adjective ,King/ Kingdom, provider, Christian, beliefs, Bethlehem, Nazareth, Jerusalem, disciple, baptism/ baptised, healing, incarnation, divine, parables, meaning, truth, love, forgiveness, Prodigal Son, Creation, wonder, Torah, Qur’an, Psalm, responsibility, environment, humanist/ humanism, non- religious people, respect, holy, Torah, scroll, precious, valuable, synagogue, ark, Kippah, tallit, everlasting light, Yad, Simchat Torah, rest, weekend, family time, Shabbat, Shalom, Challah, work, spices</p>	<p>worship, singing, praying, reading, Old/ New Testament, ‘big story’ names of people from the Old/ New Testament, prayer, blessing, Amen, Assembly, Collective Worship, Christians, Jews, Muslims. Lord’s Prayer, Adhan, Qur’an, Islam, messenger, holy, Arabic, peace, respect, submission, Prophet, Allah, madrassah, Character/ qualities, Beautiful names, respect, worship</p>
<p>Gateway Milestones To access the next stage in their learning children should achieve these gateway milestones</p>	<p>Knowing and Understanding Children</p> <ul style="list-style-type: none"> • Recognise and name features of religions and beliefs. • Recall features of religious, spiritual and moral stories and other forms of religious expression. • Recognise symbols and other forms of religious expression. <p>Expressing ideas, beliefs and insights Children</p> <ul style="list-style-type: none"> • Express their own feelings and experiences. • Identify what is important to themselves and may be important to others. • Identify what they find interesting and puzzling in life. 	<p>Knowing and understanding Children</p> <ul style="list-style-type: none"> • Identify similarities in features of religions and beliefs. • Retell religious, spiritual and moral stories. • Identify possible meanings for stories, symbols and other forms of religious expression. • Identify how religion and belief is expressed in different ways. <p>Expressing ideas, beliefs and insights Children</p> <ul style="list-style-type: none"> • Respond sensitively and imaginatively to questions about their own and others ideas, experiences and feelings. • Ask questions about their own and others ideas, feelings and experiences. • Give a reason why something may be valued by themselves and others • Recognise that some questions about life are difficult to answer.