



## Whole School

### Progression of Knowledge and Skills

RE - Learn about what different people believe about the world around them. Some of the religions we learn about is Christianity, Islam and Judaism.

#### Making sense of a belief



#### Understanding the impact



#### Make connections



#### Knowledge and skills

##### Nursery

Activities children engage in during their nursery years are experiences which provide the building blocks for later development. Starting with things which are familiar to the children, and providing lots of hands-on activities and learning are an important part of pupils' learning at this stage.

Some ideas for Religious Education in the nursery can include:

- Creative play, make-believe, role play, dance and drama
- Dressing up and acting out scenes from stories, celebrations or festivals
- Making and eating festival food
- Talking and listening to each other; hearing and discussing stories of all kinds, including religious and secular stories with themes such as goodness, difference, the inner world of thoughts and feelings, and imagination
- Exploring authentic religious artefacts, including those designed for small children such as 'soft toy' artefacts or story books
- Seeing pictures, books and videos of places of worship and meeting believers in class
- Listening to religious music
- Starting to introduce religious terminology
- Work on nature, growing and life cycles or harvest
- Seizing opportunities spontaneously or linking with topical, local events such as celebrations, festivals, the birth of a new baby, weddings or the death of a pet
- Starting to talk about the different ways in which people believe and behave, and encouraging children to ask questions
- Continue to develop positive attitudes about the differences between people.
- Know that there are different countries in the world and talk about the differences they have experiences or seen in photos.

Themes which lend themselves to opportunities for RE work include the following:

Myself, My Life, My Senses, My Special Things, People Special to Me, People Who Help Us, Friendship, Welcome, Belonging, Special Places, Special Times, Our Community, Special Books, Stories, The Natural World

	F1 Why is the word 'God' so important to Christians?	F2 Why is Christmas special for Christians?	F4 Being special: Where do we belong? why	F3 Why is Easter special for Christians?	F5 which places are special and?	F6 Which stories are special and why?
Reception	<ul style="list-style-type: none"> <li>• Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world</li> <li>• Retell stories, talking about what they say about the world, God, human beings</li> <li>• Think about the wonders of the natural world, expressing ideas and feelings.</li> <li>• Say how and when Christians like to thank their Creator.</li> <li>• Talk about what people do to mess up the world and what they do to look after it.</li> <li>• <i>Recognise that people have different beliefs and celebrate special times in different ways.</i></li> <li>• <i>ELG – Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</i></li> </ul> <p><b>Stories to share: The Creation Story</b></p>	<ul style="list-style-type: none"> <li>• Talk about people who are special to them.</li> <li>• Say what makes their family and friends special to them</li> <li>• Recall simply what happens at a traditional Christian festival (Christmas)</li> <li>• Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus</li> <li>• Retell religious stories, making connections with personal experiences.</li> <li>• <i>Recognise that people have different beliefs and celebrate special times in different ways.</i></li> <li>• <i>ELG – Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</i></li> </ul> <p><b>Stories to share: The Nativity Story</b></p>	<ul style="list-style-type: none"> <li>• Retell religious stories making connections with personal experiences</li> <li>• Share and record occasions when things have happened in their lives that made them feel special</li> <li>• Recall simply what happens at a traditional Christian infant baptism and dedication.</li> <li>• Recall simply what happens when a baby is welcomed into a religion other than Christianity</li> <li>• <i>Talk about members of their immediate family and community.</i></li> <li>• <i>Name and describe people who are familiar to them.</i></li> <li>• <i>Understand that some places are special to members of their community.</i></li> <li>• <i>Recognise that people have different beliefs and celebrate special times in different ways.</i></li> <li>• <i>ELG – Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and retell stories connected with celebration of Easter.</li> <li>• Say why Easter is a special time for Christians.</li> <li>• Talk about ideas of new life in nature.</li> <li>• Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature.</li> <li>• Talk about some ways Christians remember these stories at Easter</li> <li>• <i>Recognise that people have different beliefs and celebrate special times in different ways.</i></li> <li>• <i>ELG – Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</i></li> </ul> <p><b>Stories to share: Palm Sunday, Good Friday, Easter Sunday</b></p>	<ul style="list-style-type: none"> <li>• Talk about somewhere that is special to themselves, saying why.</li> <li>• Recognise that some religious people have places which have special meaning for them.</li> <li>• Talk about the things that are special and valued in a place of worship.</li> <li>• Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God.</li> <li>• Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church.</li> <li>• Express a personal response to the natural world.</li> <li>• <i>Recognise that people have different beliefs and celebrate special times in different ways.</i></li> <li>• <i>Recognise some similarities and differences between life in this country and life in other countries.</i></li> <li>• <i>ELG – Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</i></li> </ul>	<ul style="list-style-type: none"> <li>• Talk about some religious stories.</li> <li>• Recognise some religious words, e.g. about God.</li> <li>• Identify some of their own feelings in the stories they hear.</li> <li>• Identify a sacred text e.g. Bible, Torah.</li> <li>• Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked; what the Chanukah story teaches Jews about standing up for what is right), etc</li> <li>• <i>Recognise that people have different beliefs and celebrate special times in different ways.</i></li> <li>• <i>ELG – Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</i></li> </ul> <p><b>Stories to share: the story of Zacchaeus, The story of the ten lepers, Chanukah, Rama and Sita, Prophet Muhammad and the night of power, Muhammad and the cats, Muhammad and the boy who threw stones at trees, Bilal the first muezzin</b></p>

	1.2 Who do Christians say made the world?	1.3 Why does Christmas matter to Christians? (Core learning)	1.1 What do Christians believe God is like?	1.5 Why does Easter matter to Christians? (Core learning)	1.8 What makes some places sacred to believers? (Christianity and Islam)	1.6 Who is a Muslim and what do they believe?
Year 1	<ul style="list-style-type: none"> <li>Retell the story of creation from Genesis 1:1–2:3 simply</li> <li>Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible</li> <li>Say what the story tells Christians about God, Creation and the world. Understand the impact:</li> <li>Give at least one example of what Christians do to say ‘thank you’ to God for Creation.</li> <li>Think, talk and ask questions about living in an amazing world.</li> <li>Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in.</li> </ul> <p><b>Stories to share: The Creation Story</b></p>	<ul style="list-style-type: none"> <li>Recognise that stories of Jesus’ life come from the Gospels.</li> <li>Give a clear, simple account of the story of Jesus’ birth and why Jesus is important for Christians</li> <li>Think, talk and ask questions about Christmas for people who are Christians and for people who are not</li> </ul> <p><b>Stories to share: The Nativity Story</b></p>	<ul style="list-style-type: none"> <li>Identify what a parable is.</li> <li>Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father.</li> <li>Give clear, simple accounts of what the story means to Christians</li> <li>Give at least two examples of a way in which Christians show their belief in God as loving and forgiving.</li> <li>Give an example of how Christians put their beliefs into practice in worship</li> <li>Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas</li> <li>Give a reason for the ideas they have and the connections they make.</li> </ul> <p><b>Stories to share: The Lost Son</b></p>	<ul style="list-style-type: none"> <li>Recognise that Incarnation and Salvation are part of a ‘big story’ of the Bible.</li> <li>Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people)</li> </ul> <p><b>Stories to share: Holy Week, Palm Sunday, Good Friday, Easter Sunday</b></p>	<p>Recognise that there are special places where people go to worship, and talk about what people do there</p> <p>Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean</p> <p>Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship</p> <p>Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe</p> <p>Give simple examples of how people worship at a church, mosque or synagogue</p> <p>Talk about why some people like to belong to a sacred building or a community</p> <p>Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas</p> <p>Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.</p>	<ul style="list-style-type: none"> <li>Recognise the words of the Shahadah and that it is very important for Muslims</li> <li>Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple description of what some of them mean</li> <li>Give examples of how stories about the Prophet show what Muslims believe about Muhammad. Understand the impact:</li> <li>Give examples of how Muslims use the Shahadah to show what matters to them</li> <li>Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan)</li> <li>Give examples of how Muslims put their beliefs about prayer into action</li> <li>Think, talk about and ask questions about Muslim beliefs and ways of living</li> <li>Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas</li> <li>Give a good reason for their ideas about whether prayer, respect, celebration</li> </ul> <p><b>Stories to share: Prophet Muhammad, Muhammad and the Cat, The Story of the Tiny Ants, Muhammad and the Camel, The First Revelation of the Qur’an</b></p>

	1.4 What is the 'good news' Christians believe Jesus brings?	1.3 Why does Christmas matter to Christians? ( <i>Core Learning</i> )	1.10 What does it mean to belong to a faith community? ( <i>Christians, Muslims, Jews and non-religious worldviews</i> )	1.5 Why does Easter matter to Christians? ( <i>Core Learning</i> )	1.9 How should we care for others and the world, and why does it matter? ( <i>Christians, Jews and non-religious worldviews</i> )	1.7 Who is Jewish and how do they live? [God/Torah/People]
Year 2	<ul style="list-style-type: none"> <li>Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news'</li> <li>Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians</li> <li>Recognise that Jesus gives instructions to people about how to behave</li> <li>Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless</li> <li>Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives</li> <li>Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas.</li> </ul> <p><b>Stories:</b> The story of Jesus choosing Matthew as one of his disciples (Matthew 9:9–13) Jesus' promise to his disciples (John 14:27) 'The Pearl of Great Price': Matthew 13:45–46. 'God is like a loving Father' Luke 11:9–13 The story of Jesus and the Ten Lepers.</p>	<ul style="list-style-type: none"> <li>Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas</li> <li>Think, talk and ask questions about Christmas for people who are Christians and for people who are not</li> <li>Decide what they personally have to be thankful for, giving a reason for their ideas.</li> </ul> <p><b>Stories to share:</b> <b>The Nativity Story</b></p>	<p>Recognise that loving others is important in lots of communities</p> <ul style="list-style-type: none"> <li>Say simply what Jesus and one other religious leader taught about loving other people</li> <li>Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean</li> <li>Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious)</li> <li>Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences</li> <li>Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas.</li> </ul> <p><b>Stories to share:</b> The Lost coin, The Lost Sheep</p>	<ul style="list-style-type: none"> <li>Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter</li> <li>Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.</li> </ul> <p><b>Stories to share:</b> <b>Holy Week, Palm Sunday, Maundy Thursday, Good Friday, Easter Sunday</b></p>	<p>Identify a story or text that says something about each person being unique and valuable</p> <p>Give an example of a key belief some people find in one of these stories</p> <p>Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world</p> <p>Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories</p> <p>Give examples of how Christians and Jews can show care for the natural earth</p> <p>Say why Christians and Jews might look after the natural world</p> <p>Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world</p> <p>Give good reasons why everyone (religious and non-religious)</p> <p><b>Stories to share:</b> Matthew 6:26; Jesus blesses the children (Matthew 19, Mark 10, Luke 18), Psalm 8, (Luke 5:1–11), four friends take the paralysed man to Jesus (Luke 5:17–26), The Good Samaritan' (Luke 10: 25–37); Jewish story of Ruth and Naomi (Ruth 1–4).</p>	<p>Recognise the words of the Shema as a Jewish prayer</p> <ul style="list-style-type: none"> <li>Retell simply some stories used in Jewish celebrations</li> <li>Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like</li> <li>Give examples of how Jewish people celebrate special times</li> <li>Make links between Jewish ideas of God found in the stories and how people live</li> <li>Give an example of how some Jewish people might remember God in different ways</li> <li>Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas</li> <li>Give a good reason for their ideas about whether reflecting, thanking, praising</li> </ul> <p><b>Stories to share:</b> <b>Chanukah</b></p>

Vocabulary						
Reception	F1 Why is the word 'God' so important to Christians?	F2 Why is Christmas special for Christians?	F4 Being special: Where do we belong?	F3 Why is Easter special for Christians?	F5 which places are special and why?	F6 Which stories are special and why?
	Animals, humans, world, nature, creator, bible, harvest, God	Mary, Joseph, Jesus, special, Christmas, donkey, shepherds, angel	Special, unique, valuable, baby, God, religion, belief, Jewish, Christian, Jesus, Hindu, baptism, dedication, welcome	Easter, Palm Sunday, Bible, God, Jesus	Special, place, worship, Christian, Church, Muslim, Mosque	Christian, Jesus, God, Bible, Muslim, Prophet Muhammad, Qur'an, Jewish, Hindu, Rama and Sita
Year 1	1.2 Who do Christians say made the world?	1.3 Why does Christmas matter to Christians? <i>(Core learning)</i>	1.1 What do Christians believe God is like?	1.5 Why does Easter matter to Christians? <i>(Core Learning)</i>	1.8 What makes some places sacred to believers? <i>(Christianity and Islam)</i>	1.6 Who is a Muslim and what do they believe?
	Create, creator, creation, God, earth, positive, negative, prayer, Harvest festival, grateful, thankful	Jesus, God, Mary, Joseph, Nazareth, Bethlehem, stable, manger, shepherd, angel, census, nativity, Christmas Day.	Christian, Jesus, God, parable, forgiveness, prayer	Crucifixion, Easter Sunday, Good Friday, Holy Week, Palm Sunday, Resurrection	Object, symbol, Church, place of worship, meaning, special, reflect, belief, music, feeling, Vicar, Priest, font, stained glass window, crucifix, cross, pew, grave, lectern, candle, altar, organ, bells, flowers, Holy Spirit, pulpit, aisle, choir, congregation	Islam, Qur'an, Muslim, Allah, God, Arabic, Prophet Muhammad, 99 Names of Allah, crescent moon, Ramadan, Eid-ul-Fitr, Ramadan, Fasting, breaking the fast, festival, charity, feast, traditions, celebrations, Five Pillars
Year 2	1.4 What is the 'good news' Christians believe Jesus brings?	1.3 Why does Christmas matter to Christians? <i>(Core Learning)</i>	1.10 What does it mean to belong to a faith community? <i>(Christians, Muslims, Jews and non-religious worldviews)</i>	1.5 Why does Easter matter to Christians? <i>(Core Learning)</i>	1.9 How should we care for others and the world, and why does it matter? <i>(Christians, Jews and non-religious worldviews)</i>	1.7 Who is Jewish and how do they live? [God/Torah/People]
	The New Testament, gospel, disciple, friendship, forgiveness, peace, friendless	Carol, frankincense, gold, incarnation, King Herod, myrrh, Wise men, worship, advent, decorations	Community, baptism, rosary, welcome, belong, dedication, birt bat, zaved habit, Aqiqah, ketubah, chuppah, hymn,	Chalice, crucifix, Maundy Thursday, paten, reunite, salvation, sin, trial	Unique, valuable, important, neighbour, The Good Samaritan, Mother Teresa, Doctor Barnado, Golden Rule, care, environment, The Creation Story, Jesus Blesses the Children, Jesus' Special Friends, Four Friends take a paralysed man to Jesus	Chanukah, mezuzah, Shema, Sukkoth, synagogue, Tenakh, Torah, Rabbi