



Religious Education Progression EYFS and KS1

FS2

Autumn 1 – What makes people special? (DR – Christianity and Judaism)

Talk about themselves in a positive light.

Talk about their family and others who are special to them.

Autumn 2 – Why do Christians perform nativity plays at Christmas? (UC – Incarnation)

Know some things Christians believe.

Recreate religious stories through small world play.

Know about similarities and differences between themselves and others, among families, communities and traditions.

Spring 1 – How do people celebrate? (DR – Islam and Judaism)

I can enjoy joining in with family customs and routines.

Know that different communities and families celebrate in different ways.

Spring 2 – Why do Christians put a cross in an Easter garden? (UC – Christianity)

Know that The Bible is a special book for Christians.

Know that the cross is a symbol of Christianity.

Summer 1 – What can we learn from stories? (DR – all religions)

Know that we can learn lessons from religious stories.

Summer 2 – What makes places special? (DR – Christianity, Islam, Judaism)

Experience stories from different faiths.

Know that we can learn stories from different religious stories.

Yr 1

Autumn 1 – Who made the World? (Understanding Christianity (UC) – Creation)

BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:

- Retell the story of creation from Genesis 1:1–2.3 simply.
- Recognise that 'Creation' is the beginning of the 'big story' of the Bible.
- Say what the story tells Christians about God, Creation and the world.
- Give at least one example of what Christians do to say thank you to God for the Creation.
- Think, talk and ask questions about living in an amazing world.

PUPILS WILL KNOW THAT CHRISTIANS BELIEVE:

- God created the universe.
 - The Earth and everything in it are important to God.
 - God has a unique relationship with human beings as their Creator and Sustainer.
 - Humans should care for the world because it belongs to God.
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Autumn 2 – Why does Christmas matter to Christians? (UC – Incarnation)

BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:

- Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.
- Recognise that stories of Jesus' life come from the Gospels.
- Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas.
- Decide what they personally have to be thankful for at Christmas time.

PUPILS WILL KNOW THAT:

- Christians believe that Jesus is God and that he was born as a baby in Bethlehem.
 - The Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke).
 - Christians celebrate Jesus' birth;
 - Advent for Christians is a time of getting ready for Jesus' coming.
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Spring 1 - Was it always easy for Jesus to show friendship? (DR - Christianity)

WORKING TOWARDS

- I can tell you who is my friend.
- I can say something about one of Jesus' friends.
- I can say how Jesus was nice to people.

WORKING AT

- I can talk about my friends and why I like them.
- I can remember a story about Jesus showing friendship and talk about it.
- I can say how Jesus tried to be a good friend.

WORKING BEYOND

- I can talk about times when I have been a good friend.
 - I can tell a story about Jesus and His friends and say how He showed friendship in that story.
 - I can say how Christians show friendship and how God helps them do this.
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Spring 2 Why does Easter matter to Christians? (UC – Salvation)

BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:

- Recognise that Incarnation and Salvation are part of a 'big story' of the Bible.
- Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).
- Recognise that Jesus gives instructions about how to behave.
- Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.
- Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas.

PUPILS WILL KNOW THAT:

- Easter is very important in the 'big story' of the Bible.
 - Christians believe Jesus rose again, giving people hope of a new life.
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Summer 1 - Is Shabbat important to Jewish children? (DR – Judaism)

WORKING TOWARDS

- I can tell you my favourite day.
- I can tell you something on the special Shabbat table.
- I can tell you what Joshua might do on a Friday after school.

WORKING AT

- I can tell you which is my favourite day of the week and talk about food I would like to share in a special meal.
- I can use the right names for things that are special to Jewish people during Shabbat and explain why.
- I can start to make a connection between being Jewish and decisions about behaviour.

WORKING BEYOND

- I can explain why a particular day is my favourite and why, and can talk about when I would share a special meal.
 - I can talk about some of the things that Jewish people do to celebrate Shabbat.
 - I can start to explain how certain beliefs affect decision-making.
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Summer 2 - Are Rosh Hashanah and Yom Kippur important to Jewish children? (DR – Judaism)

WORKING TOWARDS

- I can tell you a time I said sorry.
- I can say something that Jews do at Rosh Hashanah or at Yom Kippur.
- I can show some awareness of what is important about Rosh Hashanah and Yom Kippur.

WORKING AT

- I can say how it feels to say sorry and what I have said sorry for.
- I can tell you something that either Rosh Hashanah or Yom Kippur is about.
- I can choose a picture and give my thinking on why this might be important to Jewish children at Rosh Hashanah or Yom Kippur.

WORKING BEYOND

- I can tell you how it feels to forgive someone.
 - I can tell you what I think is an important part of Rosh Hashanah or Yom Kippur.
 - I can give a reason why one of the pictures I chose is important to Jewish children at Rosh Hashanah or Yom Kippur.
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Yr 2

Autumn 1 - Is it possible to be kind to everyone all of the time? (DR – Christianity)

WORKING TOWARDS

- I can tell you when I was kind.
- I can remember something Jesus said or did to be kind.
- I can say if I think Christians can be kind.

WORKING AT

- I can tell you when I have been kind to others even when it was difficult.
- I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness.
- I can say if I think Christians should be kind and give a reason.

WORKING BEYOND

- I can say when and why it is easy or difficult to be kind.
 - I can tell you some ways Christians try to follow Jesus' example of being kind.
 - I can say why I think Christians should be kind and start to explain how they think they can do this (with God's help).
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Autumn 2 - What is the good news Jesus brings? (UC – Gospel)

BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:

- Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news.

- Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians.
- Recognise that Jesus gives instructions to people about how to behave.
- 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.
- Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession).
- 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, exploring different ideas.

PUPILS WILL KNOW THAT:

- Christians believe Jesus brings good news for all people.
- For Christians, this good news includes being loved by God, and being forgiven for bad things.
- Christians believe Jesus is a friend to the poor and friendless.
- Christians believe Jesus' teachings make people think hard about how to live and show them the right way.

***Spring 1* - Does praying at regular intervals help a Muslim in his/her everyday life? (DR – Islam)**

WORKING TOWARDS

- I can say how it feels to do something lots of times in a day.
- I can remember some things about Muslim prayer.
- I can tell you one way praying 5 times a day may help a Muslim.

WORKING AT

- I can explain how it felt to have to stop doing something to reach the target we had set.
- I can use the right words to describe how Muslims pray and begin to explain why they do this.
- I can start to think through how praying 5 times a day might help in some ways more than others.

WORKING BEYOND

- I can explain how commitment can be hard and can describe how it would feel to reach a goal.
- I can describe the Muslim prayer routine and explain how they believe this could help them in their everyday lives.
- I can decide on 3 ways Muslims might be helped in their everyday lives by praying 5 times a day, and can explain my reason for one of these.

***Spring 2* – What do Christians believe God is like? (UC – God)**

ARE EXPECTED TO BE ABLE TO:

- Identify what a parable is.
- Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father.
- Give clear, simple accounts of what the story means to Christians.

- Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others.
- Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example.
- Think, talk and ask questions about whether they can learn anything from the story
- for themselves, exploring different ideas.

PUPILS WILL KNOW THAT:

- Christians believe in God, and that they find out about God in the Bible.
 - Christians believe God is loving, kind, fair and forgiving, and also Lord and King.
 - Some stories show these Christian beliefs.
 - Christians worship God and try to live in ways that please him.
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Summer 1 - Does going to a mosque give Muslims a sense of belonging? (DR – Islam)

WORKING TOWARDS

- I can start to explain how it feels to belong.
- I can use the right words to describe what Muslims do and feel when they attend prayer at the mosque.
- I can start to explain when Muslims might feel like they belong.

WORKING AT

- I can understand how meeting in a certain place could make me feel like I belong.
- I can explain what happens when Muslims pray alone or at the mosque.
- I can talk about how Muslims feel a sense of belonging when they are with other Muslims or when they pray on their own and say why this might be.

WORKING BEYOND

- I can explain how carrying out actions that are important to my group helps to remind me that I belong.
 - I can describe how a Muslim achieves a sense of belonging through praying.
 - I can put myself in a Muslim's position and say if I would prefer to pray alone or with other Muslims at a mosque and give a reason why.
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Summer 2 - Does completing Hajj make a person a better Muslim? (DR – Islam)

WORKING TOWARDS

- I can tell you about a special journey I have made.
- I can use the right words to tell you about some parts of the Hajj.
- I can start to imagine how it might feel to be on the Hajj.

WORKING AT

- I can tell you about a special journey and why it was special to me.
- I can remember some of the events that happen during Hajj and start to explain why these are important to Muslims.
- I can start to think about the significance of Hajj to a Muslim.

WORKING BEYOND

- I can explain why a journey was special to me and how I felt about it.

- I can start to explain how some of the events during Hajj could help Muslims feel a sense of commitment to God.
- I can start to express my opinion as to whether completing the Hajj makes someone a better Muslim, with a reason.