

# RE progression of knowledge and skills

## Level expected at the end of EYFS

- 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.

## KS1 National curriculum expectations

- Pupils can recall elements of the stories that include belief and ideas.
- Pupils can discuss the importance of rules and know what is right and wrong behaviour.
- Pupils can reflect on rules in different religions.
- Pupils can identify what is of value and concern to themselves and others.
- Pupils can recall the places that are special to religious groups and the key features that reflect beliefs.
- Pupils can appreciate the emotions associated with places of spiritual and religious significance.
- Pupils can name important festivals in different religions.
- Pupils can explain the significance of festivals and their importance to believers.
- Pupils can recognise the importance of religious leaders.
- Pupils can use words, phrases and labels to identify religious leaders
- Pupils can identify and suggest meanings for a variety of religious symbols and understand why they are important to religious groups

	<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Beliefs</b>		<u>Key Learning:</u> Understand what makes me special and unique. Know who I'm special to and how my name was chosen. Know how people celebrate births in different ways. Learn about Harvest and why we celebrate it.	<b>Learning Objective</b> <b>To understand that we all have beliefs about the world and these inform how we think we should behave.</b> <u>Key Learning:</u> Understand the importance of rules and why we have them. Find out what different religions believe in by reading a range of religious stories linked to rules/ beliefs and reflect on what they teach us	<b>Learning Objective</b> <b>To know that religious people have beliefs on Creation stories</b> <u>Key Learning:</u> Understand the similarities and differences between different creation stories from different religions (Christian / Islam / Hindu / Judaism) To know that religious groups have beliefs on

			e.g. about being honest, sharing, and caring for the world. Explore the festival of Harvest and Sukkot.	how to care for the environment, e.g. Harvest.
<b>Vocabulary</b>		special, family, birthday, celebrate, name	belief, rules, truth/honesty, respect, sharing, environment, Christian, Judaism, Harvest, sukkot, sedah plate, Bible	beliefs, believing, creation, Christian, Islam, Muslim, Hindu, Bible, Qur'an, similarities and differences
	<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Celebrations</b>	<u>Key Learning:</u> Understand what a birthday is and link this to the birth of Jesus Christ at Christmas	<u>Key Learning:</u> Know how people celebrate Christmas at home and in the community e.g. through stories, role play and use of puppets. Make Christmas cards and decorations. Learn about the birth of Jesus and why he was important. Know how people celebrate Diwali at home and in the community e.g. through stories, role play and puppets. Make rangoli patterns and divas.	<b>Learning Objective</b> <b>To hear stories and learn about special occasions which are celebrated.</b>  <u>Key Learning:</u> To learn about the festivals of Christmas / Diwali and Hannukah. Understand why light is an important symbol for many religious believers e.g. candles, Christingle (make one), diva, menorah. Learn about similarities and differences of rituals and worship between different religions linked to light.	<b>Learning Objective</b> <b>To understand that religious believers celebrate important occasions with rituals and festivals.</b>  <u>Key Learning:</u> Know why Christmas matters to Christians. Learn about the symbolism of gifts brought by the three wise men in the story of Christmas. Learn about the festival of Diwali and why it matters to Hindus / Sikhs. Discuss what different religions believe about the festivals.
<b>Vocabulary</b>	Birthday, Jesus, Christmas	celebrate, special, worship, festival, Christian, Christmas, present, God, Jesus, birthday Hindu, Diwali, rangoli, diva,	celebrate, symbol, light, dark, Christmas, Hanukah, Christian, Jewish, Hindu, Christingle, candle, menorah, diva,	Christmas, symbol, gift, Christian, three wise men, God, Diwali, Hindu, Sikh
	<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Special places</b>	<u>Key Learning:</u>	<u>Key Learning:</u> Know what a special place is.	<b>Learning Objective</b> <b>To learn about places of worship and why they are important.</b> <u>Key Learning:</u>	<b>Learning Objective</b> <b>To learn about places of worship and pilgrimage and why they are important.</b>

	Understand what makes a place special to us	Learn what places are special to me at home and in my community e.g. my bedroom, the park, my Nan's house, a church or mosque. Be able to say how their special place makes them feel.	Learn that religions have special places of worship (at home and in the community) and how they make you feel. Name and describe religious artefacts and features of places of worship (including Church (Christian) / Mosque (Muslim)/ Synagogue(Jewish) and Mandir (Hindu) Visit a Church (John Keble and identify key features.	<u>Key Learning:</u> Visit a Mosque and identify key features and what happens there and how the key features reflect beliefs. Look at different religious rituals e.g. wudu / Shabbat / Holy Communion. Discuss different reasons for visiting a place of worship Make comparisons between a Mosque and a Church.
<b>Vocabulary</b>		special place Church, Mosque,	Special place, worship, prayer Church: font, pulpit, pews, altar, cross, lectern, stained glass window, vicar / Mosque: minaret, crescent moon and star, prayer mat, Qur'an, Iman Mandir: shrine, Aum, bell. Synagogue: Torah, ark, menorah Christian, Muslim, Hindu	Mosque- prayer hall, wudu, dome, calligraphy, prayer mat, shoe rack, wash room, Mihrab, Tasbih beads
	<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Stories</b>	<u>Key Learning:</u> Enjoy listening to religious stories.	<u>Key Learning:</u> Know how people celebrate Easter at home and in the community e.g. through stories, role play and use of puppets. To learn about symbols of Easter e.g. Easter egg / hot cross buns / the cross and why they are important.	<b>Learning Objective</b> <b>To hear stories and learn about special occasions which are celebrated.</b> <u>Key Learning:</u> To learn about the festival and rituals of Easter / Passover and Ramadan. To understand what Jesus gave up. To understand why people might give something up for a period of time (Lent / fasting).	<b>Learning Objective</b> <b>To understand that religious believers celebrate important occasions with rituals and festivals.</b> <u>Key Learning:</u> To learn about the Christian festival of Easter. Hear and read religious stories from Islam and Buddhism. To learn about The Last Supper and the symbols of bread and wine. To learn about Good Friday and Palm Sunday and the crucifixion and resurrection.
<b>Vocabulary</b>	Christmas, Easter, Diwali, Eid	Easter: Jesus, bible, Easter egg, hot cross bun, cross, symbol	Easter: Bible, lent, Jesus, disciples Ramadan: fasting Passover: Seder plate, Moses	Easter: Good Friday, Palm Sunday, crucifixion and resurrection, Last Supper Eid: fasting, Ramadan, prayer

	Nursery	Reception	Year 1	Year 2
<b>Sacred Texts / Leaders and Teachers</b>		<p><u>Key Learning:</u> To know that there are special people in our lives. To learn about people who help us at home and in the community e.g. family, friends, police and doctors. To learn about helping others.</p>	<p><b>Learning Objective</b> Understand why books are special to people</p> <p><u>Key Learning:</u> To know the name of sacred books To know a story from a sacred text</p>	<p><b>Learning Objective</b> <b>To understand who is special to them and to others.</b> <b>To understand the point of view of people who belong to a religious group.</b> <b>To know about key people who are important because of the influence in the founding and development of different faiths.</b></p> <p><u>Key Learning:</u> Who do we admire and why? What leaders are important in religion? To identify and name the religious leaders from different faiths. To learn about people that lead worship. Find out what the religious leaders taught about. Hear and respond to special stories about 2 key religious leaders.</p>
<b>Vocabulary</b>				<p>Leader, admire, faith, God, Allah, Jesus, Muhammad, teach Rabbi, Iman, Priest (Pastor or minister), Granthi, Brhamin</p>
	Nursery	Reception	Year 1	Year 2
<b>Symbols / Believing</b>			<p><b>Learning Objective</b> <b>To understand why signs and words are special.</b> <b>To identify the symbols that religions use.</b> <b>To understand the use of symbols in stories.</b></p> <p><u>Key Learning:</u></p>	<p><b>Learning Objective</b> Understand we all have beliefs about the world that influence how we behave.</p> <p><u>Key Learning:</u> Identify a current issue and discuss how we should respond to this.</p>

			<p>What symbols do we use in everyday life? What symbols do religions use and why?</p> <p>To learn about important religious artefacts and symbols for Christians / Muslims and Jewish people and why / when they are important.</p>	<p>Discuss a wide range of moral questions drawing upon knowledge earned in RE.</p>
<b>Vocabulary</b>			<p>Religious artefact</p> <p>Christian: Cross, candle, water (baptism) church bells</p> <p>Muslim: moon and crescent, patterns, (hijab, burka, topi) clothing</p> <p>Jewish- star of David, menorah, clothing, challah</p>	