

Curriculum Progression Overview: RE

Subject Intent:

EYFS: The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

KS1: The principal aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses of their own.

| | EYFS | | Year 1 | | Year 2 | |
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| | Agreed content | End of EYFS ELG | Agreed content | Leicestershire agreed syllabus for RE 2021-2026 | Agreed content | Leicestershire agreed syllabus for RE 2021-2026 |
| <p>Substantive Knowledge</p> <p><i>What specific knowledge pupils will know in each year group</i></p> | <p>F6 Which stories are special and why? Children know some religious stories</p> <p>F2 Why is Christmas special to Christians? /Why do Christians perform nativity plays? UC Children begin to know the word ‘incarnation’ as describing the belief that God came to Earth as Jesus</p> <p>Children know simply what happens at a traditional Christian festival (Christmas)</p> <p>Children know some religious stories</p> <p>UC: Incarnation Children know Christians believe God came to Earth in human form as Jesus.</p> <p>Children know Christians believe Jesus came to show that all people are precious and special to God</p> <p>F4 Being Special: where do we belong? Children know some religious stories</p> <p>Children know simply what happens at a traditional Christian infant baptism and dedication</p> <p>F3 Why is Easter special to Christians?/ Why do Christians put a cross in an Ester garden? UC Children know, recognise and retell stories connected with the celebration of Easter</p> | <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</p> <p>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.</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p><i>Both substantive and disciplinary knowledge are building blocks for end of KS1 outcomes taken from Leicestershire agreed syllabus for RE 2021-2026 under the aims Making sense, Understanding impact and Making connections.</i></p> | <p>1.10 What does it mean to belong to a faith community? C/J Children know that loving others is important in lots of communities.</p> <p>Children know what happens at a traditional Christian and Jewish welcome ceremony, and suggest what the actions and symbols mean</p> <p>Children know ways in which people express their identity and belonging within faith communities, responding sensitively to differences</p> <p>1.7 Who is Jewish and how do they live? [God/Torah/the People] Children know some of the words of the Jewish prayer The Shema</p> <p>Children know of stories used in celebrations (Shabbat, Hanukkah) remind Jews about what God is like</p> <p>Children know examples of how some Jewish people might remember God in different ways (Mezuzah, on Shabbat)</p> <p>1.2 Who do Christians say made the world? Children know that ‘Creation’ is the beginning of the ‘big story’ of the Bible</p> <p>Children know the connections between the Jewish/Christian Creation story and the world they live in</p> <p>UC: Creation Children know Christians believe</p> | <p>Make sense of belief: -identify core beliefs and concepts studied and give a simple description of what they mean.</p> <p>-Give examples of how stories show what people believe (e.g. the meaning behind a festival).</p> <p>-Give clear, simple accounts of what stories and other texts mean to believers.</p> <p>Understand the Impact: -Give examples of how people use stories, texts and teachings to guide their beliefs and actions.</p> <p>-Give examples of ways in which believers put their beliefs into practice</p> <p>Make Connections: -Think, talk and ask questions about whether the ideas they have been studying, have something to say to them. -Give a good reason for the views they have and the connections they make</p> | <p>1.6 Who is Muslim and how do they live? Children know some words of the Shahadah and that it is very important to Muslims</p> <p>Children know some of the key Muslim beliefs about God found in the Shahadah and that the 99 names of Allah give a simple description of what some of them mean</p> <p>Children know how Muslims use stories about the Prophet to guide their beliefs and actions (care for creation, fast in Ramadan)</p> <p>1.3 Why does Christmas matter to Christians? Children know that stories of Jesus’ life come from the Gospels (The first 4 books in the New Testament)</p> <p>Children know ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas</p> <p>UC: Incarnation Children know Christians believe that Jesus is God and he was born as a baby in Bethlehem</p> <p>Children know that the Bible points out that his birth showed that he was extraordinary and that he came to bring good news</p> <p>Children know Christians celebrate Jesus’ birth and advent for Christians is a time for getting ready for Jesus’ coming</p> <p>1.5 Why does Easter matter to</p> | <p>Make sense of belief: -identify core beliefs and concepts studied and give a simple description of what they mean.</p> <p>-Give examples of how stories show what people believe (e.g. the meaning behind a festival).</p> <p>-Give clear, simple accounts of what stories and other texts mean to believers.</p> <p>- Understand the Impact: Give examples of how people use stories, texts and teachings to guide their beliefs and actions.</p> <p>-Give examples of ways in which believers put their beliefs into practice</p> <p>Make Connections: -Think, talk and ask questions about whether the ideas they have been studying, have something to say to them. -Give a good reason for the views they have and the connections they make</p> |

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| <p>Children know why Easter is a special time for Christians</p> <p>Children know some symbols Christians use during Holy Week (palm leaves, cross, egg)</p> <p><u>UC: Salvation</u> Children know Christians remember Jesus' last week at Easter</p> <p>Children know Jesus' name means 'He saves'</p> <p>Children know Christians believe Jesus came to show God's love</p> <p>Children know Christians try to show love to others</p> <p>F5 Which places are special and why? Children know that some religious people have places which have special meaning for them</p> <p>Children begin to know that for Christians, Muslims or Jews, these special things link to beliefs about God.</p> <p>F1 Why is the word 'God' special to Christians? Children know stories, talking about what they say about the world, God, human beings</p> <p>Children know how and when Christians like to thank their creator</p> <p><u>UC: God/Creation</u> Children know the word God is a name</p> <p>Children know that Christians believe God is creator of the universe</p> <p>Children know Christians believe God made our wonderful world and we should look after it</p> | | <p>God created the universe</p> <p>Children know Christians believe the Earth and everything in it are important to God</p> <p>Children know Christians believe God has a unique relationship with human beings as their creator</p> <p>Children know Christians believe humans should care for the world because it belongs to God</p> <p>1.1 What do Christians believe God is like? Children now what a parable is</p> <p>Children know simply the story of the Lost Son from the Bible and recognise a link with the Christian idea of God as a forgiving Father</p> <p>Children know and give clear simple accounts of what parables means to Christians</p> <p>Children know how Christians put their beliefs into practice in worship (saying sorry to God)</p> <p><u>UC: God</u> Children know that Christians believe in God and that they find out about God in the Bible</p> <p>Children know Christians believe God is loving, kind, fair and also Lord and King; and there are some stories that show this</p> <p>Children know Christians worship God and try to love in ways that please him</p> <p>1.9 How should we care for others and the world and why does it matter? Children know a story or text that says something about each person being unique and valuable</p> <p>Children know a key belief some people find in one of the stories (God loves all people)</p> <p>Children know that Genesis 1 tells</p> | | <p>Christians? Children know that Incarnation and Salvation are part of a 'big story' of the Bible</p> <p><u>UC: Salvation</u> Children know Easter is very important in the 'big story' of the Bible.</p> <p>Children know Christians believe Jesus builds a bridge between God and humans</p> <p>Children know Christians believe that Jesus rose from the dead, giving people hope of new life</p> <p>1.4 What is the 'good news' Christians believe Jesus brings? Children know stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news'</p> <p>Children know that Jesus gives instructions to people about how to behave</p> <p><u>UC: Gospel</u> Children know Christians believe Jesus brings good news to all people</p> <p>Children know for Christians that this good news includes being loved by God and being forgiven for bad things</p> <p>Children know Christians believe that Jesus is a friend to the poor and friendless</p> <p>Children know Christians believe Jesus' teachings make people think hard about how to live and show them the right way</p> <p>1.8 What makes some places sacred to believers? Children know that there are special places where people go to worship, and talk about their faith</p> <p>Children know examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what</p> | |
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| | | | <p>Christians and Jews about the natural world</p> <p>Children know good reasons why everyone (religious and non-religious) should care for others and look after the natural world</p> | | <p>people believe</p> | |
| <p>Disciplinary Knowledge</p> <p><i>What skills or procedures pupils will know in each year group</i></p> | <p>F6 Which stories are special and why? Children can recognise some religious words (about God)</p> <p>Children can identify a sacred text (Bible, Torah)</p> <p>Children can talk about religious stories</p> <p>Children can talk about some of the things these stories teach believers</p> <p>Children can identify some of their own feelings in the stories they hear</p> <p>F2 Why is Christmas special to Christians?/ Why do Christians perform nativity plays? UC Children can talk about people who are special to them</p> <p>Children can say what makes their family and friends special to them</p> <p>Children can retell religious stories, making connections with personal experiences</p> <p>F4 Being Special: where do we belong? Children can recall simply what happens when a baby is welcomed into a religion other than Christianity</p> <p>Children can retell religious stories making connections with personal experiences</p> <p>Children can share and record occasions when things have happened in their lives that made the feel special</p> | | <p>1.10 What does it mean to belong to a faith community? C/J Children can say simply what Jesus and one other religious leader taught about loving other people</p> <p>Children can identify at least two ways people show they love each other and belong to each other when they get married</p> <p>Children can 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</p> <p>1.7 Who is Jewish and how do they live? [God/Torah/the People] Children can retell some simple stories used in Jewish celebrations (Hanukkah)</p> <p>Children can give examples of how Jewish people celebrate special times (Shabbat, Sukkot, Hanukkah)</p> <p>Children can make links between Jewish ideas of God found in the stories and how people live</p> <p>Children can talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas</p> <p>1.2 Who do Christians say made the world? Children can retell the story of creation from the Bible simply</p> <p>Children can say what the story tells Christians about God, Creation and the world</p> | | <p>1.6 Who is Muslim and how do they live? Children can give examples of how stories about the Prophet show what Muslims believe about Mohammad</p> <p>Children can give examples of how Muslims use the Shahadah to show what matters to them</p> <p>Children can give examples of how Muslims put their beliefs about prayer into action</p> <p>Children can think, talk and ask questions about Muslim beliefs and ways of living</p> <p>Children can talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas and what it says to them.</p> <p>1.3 Why does Christmas matter to Christians? Children can give a clear, simple account of the story of Jesus' birth and why Jesus is important to Christians</p> <p>Children can think, talk and ask questions about Christmas for people who are Christians and for people who are not</p> <p>Children can decide what they personally have to be thankful for, giving a reason for their ideas</p> <p>1.5 Why does Easter matter to Christians? Children can tell stories of Holy Week and Easter from the Bible and recognise a link with the idea</p> | |

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| <p>F3 Why is Easter special to Christians? /Why do Christians put a cross in an Ester garden? UC Children can talk about some ways Christians remember the Easter story.</p> <p>Children can talk about ideas of new life in nature</p> <p>Children can recognise some symbols Christians use during Holy Week (palm leaves, cross, egg) and make connections with signs of new life in nature</p> <p>F5 Which places are special and why? Children can talk about the things that are special and valued in a place of worship</p> <p>Children can about somewhere that is special to themselves, saying why</p> <p>Children can use subject-specific vocabulary to talk about a church</p> <p>Children can express a personal response to the natural world</p> <p>F1 Why is the word 'God' special to Christians? Children can talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world</p> <p>Children can think about the wonders of the natural world, expressing ideas and feelings</p> <p>Children can talk about what people do to mess up the world and what they do to look after it.</p> | | | <p>Children can give an example of what Christians do to say 'thank you' to God for Creation</p> <p>Children can think, talk and ask questions about living in an amazing world</p> <p>1.1 What do Christians believe God is like?</p> <p>Children can give examples of a way in which Christians show their belief in God as loving and forgiving (saying sorry/ God welcoming them back/ forgiving others)</p> <p>Children can think, talk and ask questions about whether they can learn anything from the story for themselves, giving a reason for their ideas</p> <p>1.9 How should we care for others and the world and why does it matter? Children can give an example of how people show that they care for others (giving to charity), making links to other stories</p> <p>Children can give examples of how Christians and Jews can show care for the natural earth</p> <p>Children can say why Christians and Jews might look after the natural world</p> <p>Children can think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world</p> | | <p>of Salvation (Jesus rescuing people)</p> <p>Children can give examples of how Christians show their beliefs about Jesus' death and resurrection in Church worship at Easter</p> <p>Children can 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</p> <p>1.4 What is the 'good news' Christians believe Jesus brings? Children can give clear, simple accounts of what the Bible texts (such as the story of Matthew the tax collector) mean to Christians</p> <p>Children can give examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless</p> <p>Children can give examples of how Christians put beliefs into practice in the church community and their own lives (charity, confession)</p> <p>Children can 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</p> <p>1.8 What makes some places sacred to believers? Children can identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship</p> <p>Children can identify 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>Children can give simple examples of how people worship at a church,</p> | |
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| | | | | | mosque or synagogue Children can talk about why some people like to belong to a sacred building or a community Children can think, talk and ask good questions about what happens in a church, synagogue or mosque and why they are scared places | |
| Vocabulary <i>What specific vocabulary pupils will know in each year group</i> | | | | | | |