

EYFS		KS1 pupils should be taught to (SACRE):
<p><i>In the foundation stage, RE is experiential, creative and reflective. Children are given time to think, talk and consider the world around them and the beliefs of others within their community. They are encouraged to use technical vocabulary to share their understanding with their peers and adults working within the classroom.</i></p>		<p><i>As they move into Key Stage One, these opportunities for experiential learning continue and RE remains creative. The children are given further opportunities to look at religions and non-religious worldviews in increasing depth, building on the knowledge acquired in the Foundation Stage. Our aims and vision for RE also reflect the intent of the locally agreed syllabus which are 'to support pupils' personal search for meaning by engaging enquiry into the question 'what is it to be human?' through exploring answers offered by religion and belief.</i></p>
<p>Early Learning Goal</p>	<p>Understanding the World – People and communities - beginning to develop an understanding of the past and how other people are different from them, yet share some of the same characteristics and ideas. The world – finding out about places near to them, visiting places of worship to understand why they are important to some people.</p>	

	Knowing about and understanding religions and viewpoints	Expressing and communicating ideas relating to religions and worldviews	Personal resonance with or reflection on	Supporting Resources			
Reception	<p>I know that Christians believe Jesus was born at Christmas.</p> <p>I know different people have different celebrations.</p> <p>I know Easter is special to Christians because it is when Jesus died and came back to life.</p> <p>I know that some stories can teach us about how to live.</p>	<p style="color: red;">I can start to show an understanding of why Christmas is important to Christians.</p> <p style="color: red;">I can start to show an understanding of how different people have different faiths and celebrations.</p> <p style="color: red;">I can show some awareness that Jesus is special to Christians.</p> <p style="color: red;">I can explain why Easter is special to Christians.</p> <p style="color: red;">I can show some awareness that Christians believe there is a God.</p>	<p style="color: green;">I can say who is special to me.</p> <p style="color: green;">I can talk about what I do at Christmas.</p> <p style="color: green;">I can talk about celebrations in my home.</p> <p style="color: green;">I can describe the special things I do at Easter.</p> <p style="color: green;">I can share my opinion about some stories.</p> <p style="color: green;">I can talk about my special place.</p>				
Tier 2 & 3 Vocabulary	<p>Jesus, Moses, special Role model</p> <p>Christian, ten commandments</p>	<p>Bethlehem, journey, Names of people in the stories, Nativity.</p>	<p>Celebrate Holi- festival of colours</p> <p>Nowruz- Persian new year.</p>	<p>Palm Sunday, the last supper, cross, tomb, life-cycle, Spring, role model, disciples.</p>	<p>Parable, moral, Guru Nanak, Allah</p>	<p>Church, font, altar, lectern, synagogue, torah, prayer shawls</p>	

	Knowing about and understanding religions and viewpoints		Expressing and communicating ideas relating to religions and worldviews			Personal resonance with or reflection on
Year 1	<p>I can remember the Christian Creation story and talk about it.</p> <p>I can remember some of the Christmas story.</p> <p>I can remember a story about Jesus showing friendship and talk about it.</p> <p>I can recall parts of the Easter story. I can recognise some symbols in the story.</p> <p>I can use the right names for things that are special to Jewish people during Shabbat and explain why.</p> <p>I can tell you something that either Rosh Hashanah or Yom Kippur is about.</p> <p>I can recognise some of the symbols used at Chanukah and start to explain them.</p>		<p>I can express an opinion about the Christian belief about creation.</p> <p>I can suggest a gift I would give to Jesus.</p> <p>I can say how Jesus tried to be a good friend.</p> <p>I can start to show understanding that Jesus is special to Christians and say why.</p> <p>I can start to make a connection between being Jewish and decisions and behaviour.</p> <p>I can choose a picture and give my thinking on why this might be important to Jewish children at Rosh Hashanah or Yom Kippur.</p> <p>I can talk about how a Jewish child might feel about taking part in a Chanukah activity and if this affects how s/he feels about God.</p>			<p>I can say how it felt to make something.</p> <p>I can talk about a gift that is special to me.</p> <p>I can talk about my friends and why I like them.</p> <p>I can talk about a person I admire.</p> <p>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.</p> <p>I can say how it feels to say sorry and what I have said sorry for.</p> <p>I can talk about how cards help to mark celebrations.</p>
Tier 2 & 3 Vocabulary	<p>Creation, create, Christian, belief, Adam, Eve</p>	<p><i>Gifts, Gold, Frankincense, Myrrh, Christianity, Jesus, Christmas, Christians feelings, eg hope, love, joy, peace, safety, precious</i></p>	<p>Zaccheus, Mary, Martha, Lazarus, Samaritan, new testament</p>	<p>Palm Sunday, palm cross, salvation.</p>	<p>Shabbat, challah, Judaism, kippah, Sabbath, blessing</p>	<p>Rosh Hashannah, Yom Kippur, shofar, challah bread</p>

Progression Map – Year on Year – RE

Subject Leader: **S. Adams**

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	Knowing about and understanding religions and viewpoints		Expressing and communicating ideas relating to religions and worldviews			Personal resonance with or reflection on
Year 2	<p>I can re-tell a story Jesus told about being kind or give an example of when Jesus showed kindness</p> <p>I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God</p> <p>I can remember the Christmas story and start to explain that Christians believe Jesus was a gift from God</p> <p>I can use the right words to describe how Muslims pray and begin to explain why they do this.</p> <p>I can recall what Christians believe happened on Easter Sunday.</p> <p>I can tell a story about Abraham or Moses and say why one of these men is important to Jews today.</p> <p>I can talk about one of the ways Jews show commitment to God.</p>		<p>I can say if I think Christians should be kind and give a reason.</p> <p>I can tell you why Christians think God gave Jesus to the world.</p> <p>I can suggest what I think are the most and least important things Jews do that God asks them to do and add at least one reason.</p> <p>I can start to suggest a different explanation as to what happened to Jesus after the empty tomb and offer my opinion.</p> <p>I can start to explain the significance of one thing Jews do and say how it shows their special relationship with God.</p>			<p>I can tell you when I have been kind to others even when it was difficult.</p> <p>I can say how I could help solve a problem by showing love</p> <p>I can talk about why I do as some people ask but not others.</p> <p>I can say what I believe happens to you when you die and tell you how I remember people close to me.</p> <p>I can explain why agreements are important and why they should be kept.</p> <p>I can explain why I could do certain things at certain ages. I can tell you what I am most committed to in my life.</p>
Tier 2 & 3 Vocabulary	Samaritan, parable	Advent, Angel, Messenger, nativity, light, holy, Shepherds, good news Teacher words': salvation, incarnation, annunciation	Pesach, Passover, Seder, exodus, kosher, mezuzah, prayer shawls, Sabbath, Shabbat, synagogue	Resurrection, symbol, crucifixion, tomb, cross,	Covenant, promise, Abraham, Isaac, ten commandments, Shema, mezuzah, scroll	Ten commandments, Shabbat, seder, synagogue, Torah, Bar/Bat Mitzvah

NB: Year 3 to be added in liaison with the Subject Leader at Robert Miles Junior School.