

### 3. Progression + Coverage of Core Knowledge + Skills – RE

Year: **Reception**

Subject Leader: **S. Adams**

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic	Special people	Christmas- journeys	Celebrations	Easter- what is Easter	Story time	Special places.
Reception	Ambitious core knowledge	I know Jesus is a role model for Christians. I know Moses is a role model for Jews. I know people are special in different ways	I know that Christians believe Jesus was born at Christmas. I know the main characters in the story (Jesus, Mary, Joseph, Gabriel, Kings). I know Mary and Joseph went on a journey.	I know different people have different celebrations. I can name some celebrations e.g. Chinese new year, Holi,	I know that Spring is about new life. I know Easter is special to Christians because it is when Jesus died and came back to life.	I know that some stories can teach us about how to live.	I know that different people have different special places. I know that people might wear different clothes when they go to their special place
		Key story: Jesus heals the paralysed man. Jesus heals Bartimaeus (the blind man)	Key story: The Nativity (focus on the journey)	Key story: the story of Chinese New Year, the Nowruz story, Holi story	Key story: Easter story	Key story: the boy who cried wolf, the crocodile and the priest, Bilal and the beautiful butterfly, The gold giving serpent, Best friends, The lost coin	
	Key questions	What makes people special? Are people special for the same reasons? Who could be your role model? Do you think Jesus is special? Why do you think Christians believe Jesus is God's son? What rules do we follow?	What is Christmas? What journeys have you been on? Where did you go? How did it feel? How might ..... be feeling? What might happen next? Who made a journey in the story? How do you celebrate Christmas?	How do people celebrate?	What is Easter? What do you know about Easter? What makes Easter special? Who is Easter special for? What happened to Jesus at Easter?	What can we learn from stories?	What makes places special? Does everyone have the same special place?
	Skill development	<i>I can talk about someone who is special to me and why Christians believe Jesus is special.</i> <i>I know why Christians think Jesus is special.</i>	<i>I can talk about what I do at Christmas and I can compare how Christians celebrate.</i> <i>I know why Christmas is important to Christians.</i>	<i>I can talk about celebrations in my home and how other faiths celebrate.</i> <i>I know why people celebrate.</i>	<i>I can describe the special things I do at Easter.</i> <i>I can explain why Easter is special to Christians.</i>	<i>I can talk about the message in the stories.</i> <i>I know why religious texts use stories to teach people how to live.</i>	<i>I can talk about my special place (grandparents, park, etc).</i> <i>I can explain why a church might be special to some people.</i>
	Critical Vocab	Jesus, Moses, special Role model Christian, ten commandments	Bethlehem, journey, Names of people in the stories, Nativity.	Celebrate Holi- festival of colours Nowruz- Persian new year.	Palm Sunday, the last supper, cross, tomb, life-cycle, Spring, role model, disciples.	Parable, moral, Guru Nanak, Allah	Church, font, altar, lectern, synagogue, torah, prayer shawls
	Enrichment opportunities	Visit to a church for Harvest	Visit to a church for carols	Invite parents in who celebrate Chinese New Year to share their experiences. Try some traditional Chinese food. Decorate the home corner in traditional Chinese design (bowls, chopsticks, red fabrics, money bags, soup bowls, decorations)		Visit a Sikh temple or remote visit	Remote visit to a synagogue.
	Assessing impact.	Pupils enact the stories. Discuss the ideas and characters. What does the story mean?	Talk about how people in the stories felt at different times or draw a picture of a journey in the story and write/adult scribe a sentence to go with it.			Story telling – make a story sack or use props to retell the stories you have learned. Can they then tell the story with the props? In small groups can the children take the items from the sack and talk about them? Discuss the ideas and characters. What do the stories mean?	Can the children remember the different places of worship? Make the church using drawing, lego or box modelling Can they talk about what happens there and what makes it special?

Blue= knowledge and understanding of the subject matter

Green= personal resonance with or reflection on.

Red= skills of evaluation and critical thinking

### 3. Progression + Coverage of Core Knowledge + Skills – RE

Year: 1 Subject Leader: S. Adams

		Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic	Creation story	Christmas- Gifts	Jesus as a friend	Easter-Palm Sunday	Shabbat	Rosh Hashanah/Yom Kippur
Year 1	Ambitious core knowledge	I know that Christian's believe God created the whole world and everything in it.  I can remember the Christian creation story and talk about it.	I understand why we give gifts. I remember the main points of the Christmas story. I know the role of the Kings in the story.	I can remember a story about Jesus showing friendship and talk about it. Christians believe Jesus was a good friend. Jesus was a friend even when it was difficult.  I can remember the story of Chinese New Year and how others celebrate. I can remember some of the ways they celebrate.	I can recall parts of the Easter story. I can recognise some symbols in the story.	I can use the right names for things that are special to Jewish people during Shabbat and explain why.	I can tell you something that either Rosh Hashanah or Yom Kippur is about. <i>Rosh Hashanah to Yom Kippur is 10 days- to reflect on what is important for the coming year and what you may need to be forgiven for. I can say some of the things that are important in the Rosh Hashannah meal.</i>
		Key story: Creation, Genesis ch1	Key story: Nativity	Key story: story of Zacchaeus, Stilling the storm, story of Lazarus.	Key story: Easter story		
	Key questions	Does God want Christians to look after the world?	Why do Christians think Jesus is special? How do people feel when they are given a present? Who is the most important person in the story? Why? What gift would you have given Jesus? Was Jesus a gift to the world?	Was it always easy for Jesus to show friendship?	Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	What is Shabbat? Is Shabbat important to Jewish people?	
	Skill development	I can say how it felt to make something  I can express an opinion about the Christian belief about Creation.	I can talk about a gift that is special to me.  I can suggest a gift I would give to Jesus.	I can talk about my friends and why I like them  I can say how Jesus tried to be a good friend.	I can talk about a person I admire. I can discuss how I might treat a special person and say why. I can start to show understanding that Jesus is special to Christians and say why.	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 start to make a connection between being Jewish and decisions about behaviour.	I can say how it feels to say sorry and what I have said sorry for. I can choose a picture and give my thinking on why this might be important to Jewish children at Rosh Hashanah or Yom Kippur.
	Critical Vocab	Creation, create, Christian, belief, Adam, Eve	Gifts, Gold, Frankincense, Myrrh Christianity, Jesus, Christmas, Christians feelings, eg hope, love, joy, peace, safety, precious	Zaccheus, Mary, Martha, Lazarus, Samaritan, new testament	Palm Sunday, palm cross, salvation.	Shabbat, challah, Judaism, kippah, Sabbath, blessing	Rosh Hashannah, Yom Kippur, shofar, challah bread
	Enrichment opportunities		Invite a Christian to talk to the children about why they give gifts e.g Sarah Cody. Visit Methodist church for carol concert.		Visit St Mary's church after Palm Sunday. Spot the symbols of Easter. Food tasting – hot cross buns.	Link to Around the World (Geography/DT). Food tasting/preparation/evaluation.	Visitor (Claire Williams) – Explain Rosh Hashanah or Yom Kippur
	Assessing impact.	Sorting objects into what is good for the world and not good for the world.  Creation plate – retelling the 7 days.	Draw what gift you would give to Jesus.	Re-tell the story of Zacchias from POV of Jesus using first-person diary. Adaptation – provide pictures to order, stick, label.	Odd One Out – Easter Symbols.  Eyewitness recount of Palm Sunday.	Create a plate to represent Shabbat (media of their choice).  Present a dilemma – answer from POV of a Jewish child.	What's the same? What's different? – Jewish/Christian symbols. P4C "How is Jesus dying on the cross similar or different to Rosh Hashanah?"

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### 3. Progression + Coverage of Core Knowledge + Skills – RE

Year: 2 Subject Leader: S. Adams

		Autumn1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topic	What did Jesus teach?	Christmas - Bringing the Good News	Passover	Easter- Resurrection	The Covenant	Rites of passage and good works.
Year 2	Ambitious core knowledge	I can remember a story from year 1 about Jesus.  I can retell a story Jesus told about being kind (The Good Samaritan, The Paralysed Man).  I know what it means to be kind.	I can sequence of events of Jesus' birth  I know that Christians believe the presence of angels showed Jesus wasn't just an ordinary baby.  I know that artists use symbolism in their pictures to convey deep meanings and beliefs	I know what respect means and why we respect people and ideas.  I understand what happens during the Seder meal and can talk about it with some correct vocabulary and start to explain why they do this.  I understand what happens during Chinese New Year and can talk about all the different elements that make up the celebrations. I know that each year has a different animal and what that means	I know that in nature things seem to die in winter and come back to life in spring.  I know an Easter egg is a symbol of Easter- new life.  I know the main parts of the Easter story.  I know Christians believe Jesus came back to life after his death.	I know Jews believe there is one God, who created the world.  I know Jewish history started with a promise (covenant) with God and Abraham.  I know Abraham is the founder of Judaism.	I know Jews show commitment to God by going to the synagogue.  I know Jews follow the 10 commandments.  I know Jews cover their heads to show respect.  I know Jewish girls/Jewish boys have a bat mitzvah to show that in Judaism they have the obligations of an adult.  I know that some Jews may be stricter than others.
	Key questions	Key stories: Good Samaritan, Paralysed Man  Is it possible to be kind to everyone all the time?  Could Jesus be kind all the time?	Key story: Nativity  Why did angels announce the birth of Jesus?  What does this show Christians about Jesus?  What made Jesus such a special baby?	Key story: Exodus  How important is it for Jewish people to do what God asks them to do?  Why do you do what some people say and not others?	Key story: Easter  What can you remember about the Easter story from last year?  What do Christians believe happen to Jesus when he dies? Why is this so important to them?	Key story: Covenant story, Gen 17.  What can you remember about what Jews believe from when we talked about Passover?  How special is the relationship Jews have with God? How do you know?  What promises did the Jewish people make to God?	What is the best way for a Jew to show their commitment to God?  When are you old enough to decide on your religion?  Would an omnipresent God need special places for people to worship?
	Skill development	I can tell you when I have been kind.  ++ I can tell you when and why it is easy or difficult to be kind.  I can say if I think Christians should be kind and give a reason.	I can say how they might feel to meet an angel & I can think about the puzzling aspects of the Christmas story  I can decide why the story is important to Christians. I can tell you why Christians think God gave Jesus to the world.	I can talk about why I do as some people ask but not others.  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.	I can explain how the story makes me feel.  I can talk about the behaviour of the people in the story and try to explain why they behaved as they did.	I can explain why agreements are important and why they should be kept.  I can start to explain the significance of one thing Jews do and say how it shows their special relationship with God.	I can explain why Jewish people do certain things at certain ages  I can say how Jews show commitment to God and explain why this might be important.
	Critical Vocab	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
	Enrichment opportunities	Christian point of view about day to day life (salvation army/Christian aid)	Children lead Christmas performance at church – from angels point of view		Visit to church		Visit to a synagogue/Jewish visitor in.
	Assessing impact.	Draw image of how God wants to see Christians acting towards one another. What do the parables mean to Christians today?  Class kindness promises – explanation of why we have created this.	Speech bubbles to show angels message and other character's responses.  Act out in groups (from angels point of view) and perform.	Odd one out. Have a set of artefacts (or pics of artefacts). Children talk about the objects and try to choose the odd one out	Story sack retell  Act out in groups – freeze frames to assess thoughts	From a selection of Jewish artefacts ask the children to choose 4 that they would put in their museum. Which ones tell us the most about what Jewish people believe. Could be done as a presentation to film, or a guidebook for a museum.	I can talk about the rules which I follow and why. Should everyone follow the same rules-? Why? Why not?