



RE Progression of Skills 2021-2022

	Autumn 1	Autumn 2a (3 WEEKS) Autumn	Autumn 2b (4 WEEKS) Autumn	Spring 1a (4 WEEKS)	Spring 1b (2WEEKS)	Spring 2	Summer 1	Summer 2
Theme	It's all Magic (Fairytale/ Traditional story focus)	Crash! Bang!	Winter Wonderland	Breaking News!	Chinese New Year Festival	Down on the Farm	Climate Change!	When I grow up!

Whole School

RE Religious Celebrations EYFS – Developmen t Matters	Sukkot - Jewish (20th - 27th Sept) Harvest Festival (3rd Oct)	Diwali (4 th Nov)	Christmas (25th Dec)		Chinese New Year (1st Feb) Ramadan (2nd April-1st May) Easter (17th April)	Eid – celebrate end of Ramadan (2nd May - some children may be absent on this date so teach before/after) (Muslim)	Christianity – Bible Stories	
RE Performances			Christmas Nativity Y1 Singing Christmas Performances EYFS & Year 2					

EYFS



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<p>Understanding the World: People and Communities</p> <p><i>3 & 4 Year Olds</i></p> <p><i>Children in Reception</i></p>		<p>Continue developing positive attitudes about the differences between people.</p> <p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p>	<p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p>	<p>ELG: People, Culture and Communities Children at the expected level of development will:</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</p>		
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					<p>this country and life in other countries, drawing on knowledge from stories, non-fiction texts</p>		
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Key Vocabulary

Tradition, similar, difference, community, past, present, belief, celebrate, religion, culture, community, memory, world, people, belong, feelings



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Year 1

Skill	<p>To retell simple stories e.g. Moses in the Bulrushes, David and Goliath, to have an understanding of some of the Judaism celebrations</p> <p>Talk about what is special and of value about belonging to a group that is important to them</p> <p>Show an awareness that some people</p>	<p>Recognise features of religious life and practice</p> <p>Identify what they find interesting and challenging in life</p> <p>Ask some questions about believing in God and offer some ideas of their own</p> <p>Recognise that there are special places where people go to</p>	<p>Talk about the fact that Christians believe in God and follow the example of Jesus</p> <p>To listen to stories that Jesus told and be able to answer simple questions about them</p> <p>To have an understanding of special buildings e.g. church and symbols</p>		<p>Recognise and name features of religions and beliefs</p> <p>Talk about issues of good and bad, right and wrong arising from the stories</p> <p>Identify aspects of own experience and feelings, in religious material studied</p> <p>Talk about ways in which stories, objects, symbols</p>	<p>Recognise some religious symbols, objects and words, identify how they are used and aspects of own feelings/experiences</p> <p>Recount outlines of some religious stories</p> <p>Talk about issues of good and bad, right and wrong arising from the stories</p>	<p>Recognise that some people believe God created the world and so we should look after it</p> <p>To know some stories about Jesus, especially his childhood</p> <p>Talk about some simple ideas about Christian beliefs about God and Jesus</p> <p>Identify ways that some people make a response to God</p>	
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	belong to different religions Respond to examples of co-operation between different people	worship, and talk about what people do there	Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means		and actions used in churches, mosques and/or synagogues show what people believe Identify some ways Christians celebrate Christmas/Easter and some ways a festival is celebrated in another religion Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel	Suggest meanings for some symbols and actions used in religious celebrations, including Chanukah and/or Eid-ul-Fitr	by caring for others and the world Make links between what Jesus taught and what Christians believe and do Respond thoughtfully to a piece of Christian music and a Bible text that inspired it	
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Key Questions

Which times are special and why?
 Why are festivals important to religious communities?
 Where do we belong?



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What does it mean to be a Christian/Hindu/Muslim/Jewish in Britain today?
 What is special about our world?
 What can we learn from religions about deciding what is right and wrong?
 What difference does it make to believe in...?
 Does religion help people to be good?
 How can people express the spiritual through the arts?
 Why do people pray?
 If God is everywhere, why go to a place of worship?

Key Vocabulary

Tradition, similar, difference, community, past, present, belief, celebrate, religion, culture, community, memory, world, people, belong, feelings, celebration

Jesus, Bible, Christian, miracle, Gospel, disciple, New Testament, Christ, Lord, teacher, God, Christmas, church, Faith, cross, resurrection, Good Friday, Last Supper, worship

Promise, land, beliefs, Sabbath, values, celebration, symbol, Jewish, Judaism Shabbat

Diwali, rangoli, festival, Rama, Sita, Ganesh, light, darkness, ceremony,

Islam, Muslim, Mosque, Hajj, Mecca, Qur'an, religion, religious, worship, prayer



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Year 2

Year 2									
Skills	<p>Respond sensitively to the experiences of others, including those with a faith</p> <p>Identify how religion and belief is expressed in different ways</p> <p>Talk about the fact that Jewish people believe in God</p> <p>Talk about how the mezuzah in the home reminds Jewish people about God</p> <p>Talk about how Shabbat is a</p>	<p>Identify some religious practices, suggest meanings in religious symbols, language and stories</p> <p>Ask questions about their own and others' feelings and experiences</p>	<p>Respond sensitively to the experiences and feelings of others, including those with a faith</p> <p>To be able to talk about stories that Jesus told and the message behind them, asking questions and offering ideas of their own</p> <p>Recognise that sacred texts contain stories which are special to many people and should be treated with respect</p>		<p>To retell religious, spiritual and moral stories and make links between what is taught and what their own belief is</p> <p>To understand why the Bible is special to Christians</p> <p>Retell a story a about the life of the Prophet Muhammad and talk about some simple ideas about Muslim beliefs about God, making links with some</p>	<p>Understand that some questions cause people to wonder and are difficult to answer</p> <p>Identify similarities and differences in features of religions and beliefs</p> <p>Talk about the fact that Muslims believe in God (Allah) and celebrate Eid-ul-Fitr</p> <p>Recognise some objects used by Muslims and suggest why</p>	<p>To know that one God can have different names and images</p> <p>Identify how religion and belief is expressed in different ways</p> <p>Identify some religious practices, and know that some are characteristic of more than one religion</p> <p>Ask some questions about God that are hard to answer and offer some ideas of their own</p>		



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special day of the week for Jewish people, and give some examples of what they might do to celebrate Re-tell a story that shows what Jewish people at the festivals of Sukkot suggesting what it means		Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories Ask and suggest answers to questions arising from stories Jesus told and from another religion Talk about issues of good and bad, right and wrong arising from the stories		of the 99 Names of Allah Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr	they are important Make links between the messages within sacred texts and the way people live	Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories	
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Key Questions

Who is a Christian and what do they believe?
 Who is Jewish and what do they believe?
 What do different people believe about God?
 Why do some people believe God exists?
 Do we need to prove God's existence?



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Which stories are special and why?
 Why is the Bible so important for Christians today?
 Which places are special and why?
 Why do people pray?
 If God is everywhere, why go to a place of worship?
 Should religious buildings be sold to feed the starving?
 Which times are special and why?
 Why are festivals important to religious communities?
 How can people express the spiritual through the arts?

Key Vocabulary

Tradition, similar, difference, community, past, present, belief, celebrate, religion, culture, community, memory, world, people, belong, feelings, celebration

Jesus, Bible, Christian, miracle, Gospel, disciple, New Testament, Christ, Lord, teacher, God, Christmas, church, Faith, cross, resurrection, Good Friday, Last Supper, worship, Pilate, Zaccheus, Palm Sunday, hosanna, Nativity, Bethlehem, Nazareth

Promise, land, beliefs, Sabbath, values, celebration, symbol, Chanukah or Hanukkah, Judas Maccabee, dreidel, latkes, synagogue, Ten Commandments, Bar-Mitzvah, Seder, Jewish, Judaism Shabbat

Diwali, rangoli, festival, Rama, Sita, Ganesh, light, darkness, ceremony, Hindu, Hinduism, Sikh, Sikhism, Khalsa, The Amrit Ceremony, Diva lamps and Puja Tray, deities, deity

Islam, Muslim, Mosque, Hajj, Mecca, Qur'an, religion, religious, worship, prayer