

Together we Develop, Inspire, Succeed
Knowledge and Skills Progression Map for RE



Reception

	Making Sense	Understanding impact	Making connections
Term 1 <i>F4 Being Special: where do we belong?</i>	Recall and talk about religious stories.	Recall simply what happens at a traditional Christian infant baptism and dedication. Recall simple what happens when a baby is welcomed into a religion other than Christianity.	Share and record occasions when things have happened in their lives that made them feel special.
Term 2 <i>F2 Why is Christmas special for Christians?</i>	Begin to recognise the word – incarnation’ as describing the belief that God came to Earth as Jesus	Recall simply what happens at a traditional Christian festival (Christmas).	Talk about people who are special to them. Say what makes their family and friends special to them.
Term 3 <i>F1 Why is the word ‘God’ so important to Christians?</i>	Retell stories, talking about what they say about the world, God, human beings.	Say how and when Christians like to thank their Creator.	Talk about things they find interesting, puzzling or wonderful and also about their own feelings and experiences about the world. Talk about what people do to mess up the world and what they do to look after it.
Term 4 <i>F3 Why is Easter special to Christians?</i>	Recognise and retell stories connected with celebration of Easter. Say why Easter is special time for Christians.	Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc. Talk about some ways Christians remember these stories at Easter.	Talk about ideas of new life in nature.
Term 5 <i>F5 What places are special and why?</i>	Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God	Recognise that some religious people have places which have special meaning for them. Talk about the things that are special and valued in a place of worship.	Talk about somewhere that is special to themselves, saying why. Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church.

			Express a personal response to the natural world.
Term 6 <i>F6 Which stories are special and why?</i>	Recognise some religious words e.g. about God. Identify a sacred text e.g. Bible, Torah.	Talk about some of the things Religious stories teach believers.	Think about the wonders of the natural world, expressing ideas and feelings. Identify some of their own feelings in the stories they hear.

Year 1

	Making Sense	Understanding impact	Making connections
Term 1 <i>1.10 What does it mean to belong to a faith community?</i>	Recognise that loving others is important in lots of communities. Say simply what Jesus and one other religious leader taught about loving other people. Identify what a parable is. Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world.	Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols means. Identify at least two ways people show they love each other and belong to each other when they get married.	Give examples of ways in which people express their identity and belonging within faith communities and other communities, responding sensitively to differences. 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.
Term 2 <i>1.1 What do Christians believe God is like?</i>	Identify what a parable is. Tell the story of the Lost Son from the Bible simple and recognise a link with the Christian idea of God as a forgiving Father. Give clear, simple accounts of what the story means to Christians.	Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others) Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God)	Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas. Give a reason for the ideas they have and the connections they make.

Term 3 and 4 1.7 Who is Jewish and how do they live?	Recognise the words of the Shema as a Jewish prayer. Retell simple some stories used in Jewish celebrations. Give examples of how stories used in celebrations remind Jews about what God is like.	Give examples of how Jewish people celebrate special times. Make links between Jewish ideas of God found in the stories and how people live. Give an example of how some Jewish people might remember God in different ways.	Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas. Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too.
Term 5 1.2 Who do Christians say made the world?	Retell the story of Creation. Recognise that 'Creation' is the beginning of the 'big story' of the Bible. Say what the story tell Christians about God, Creation and the world.	Give at least one example of what Christians do to say 'thank you' to God for Creation.	Think, talk and ask questions about living in an amazing world. Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in.
Term 6 1.9 How should we care for the world and for others, and why does it matter?	Identify a story or text that says something about each person being unique and valuable. Give an example of a key belief some people find in Religious Stories. (e.g. that God loves all people)	Give an example of how people show that they care for others making links to Religious stories. Give examples of how Christians and Jews can show care for the natural Earth. Say why Christians and Jews might look after the natural world.	Think, talk and ask questions about what difference believing in God makes to how people treat others and the natural world. Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world.

Year 2

	Making Sense	Understanding impact	Making connections
Term 1 <i>1.6 Who is a Muslim and how do they live? Part 1</i>	Recognise the words of the Shahadah and that it is very important for Muslims. Identify some of the key Muslims beliefs about God found in Shahadah and the 99 names of Allah, and give a simple description of what some of them mean. Give examples of how stories about the Prophet show what Muslims believe about Muhammad.	Give examples of how Muslims use the Shahadah to show what matters to them. Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions. Give examples of how Muslims put their beliefs about Prayer into action.	Think, talk about and ask questions about Muslim beliefs and ways of living. Talk about what they think is good for Muslims about prayer, respects, celebrations and self-control, giving a good reason for their ideas. Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too.
Term 2 <i>1.3 Why does Christmas matter to Christians?</i>	Recognise that stories of Jesus' life come from the gospels. Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians.	Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas.	Think, talk and ask questions about Christmas for people who are Christians and for people who are not. Decide what they personally have to be thankful for, giving a reason for their ideas.
Term 3 <i>1.6 Who is a Muslim and how do they live? Part 2</i>	See Term 1	See Term 1	See Term 1
Term 4 <i>1.5 Why does Easter matter to Christians?</i>	Recognise that Incarnation and Salvation are part of a 'big story' of the Bible.	Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.	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 good reason for their ideas.

	Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation.		
Term 5 <i>1.4 What is the 'good news' Christians believe Jesus brings?</i>	Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news'. Give clear, simple accounts of what Bible texts mean to Christians. Recognise that Jesus gives instructions about how to behave.	Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless. Give at least two examples of how Christians put these beliefs into practice into the Church community and their own lives.	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.
Term 6 <i>1.8 What makes some places sacred to believers?</i>	Recognise that there are special places where people go to worship, and talk about what people do there. Identify at least three objects used in worship in two religions and give a simple account of how they are used and something about what they mean. Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship.	Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe. Give simple examples of how people worship at a church, mosque or synagogue. Talk about why some people like to belong to a sacred building or a community.	Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas. Talk about what makes some places special, and what difference is between religious and non-religious special places.

Year Group RE opportunities	Diwali Reception and Year 1 – Church visit Term 3 Sherena Ali (Pastoral Lead) talks about what it is like to be a Muslim and her religion. Year 2 - Cathedral visit in term 3
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Whole school RE opportunities	Random Acts of Kindness Week Open the Book Assemblies Values Assemblies Celebration Assemblies Gordon Rae Assemblies Anti-bullying week Harvest Festival – Salvation Army Children’s Mental Health Week Easter including Easter bonnet parade Christmas including Christmas Production
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