

East Preston Infant School

R.E. Progression Overview



Intent:

We aim for the children to become knowledgeable, thoughtful and curious about Christianity and other faiths.

Implementation:

This will be achieved through regular lessons with the class teacher, each one led by the half-termly focus 'big question'. First hand experiences of local faiths are built in to the curriculum via enrichment opportunities such as church visits and virtual visits to the synagogue.

Intended Impact:

- Through discussion, activities and 'big questions', the children will learn to recognise the contribution of religions around the world
- Children will be accepting and tolerant of other people and faiths

Year Group	
Reception Emerging ELG	<p>Big Questions: Theme: Core Beliefs, Ideas and Symbols All About Me/sense of identity- similarities and differences <i>What makes me special?</i></p> <p><i>Theme: Expressions of Faith</i> Celebrations, Diwali (include worship at home), The Christmas Story <i>How do different people celebrate?</i></p> <p>Theme: Core Beliefs, Ideas and Symbols (important stories) Christian story of Creation <i>How was the World created?</i></p> <p>Theme: Expressions of Faith Lent and Ramadan (include worship at home) <i>Why do people fast or give something up?</i></p> <p>Theme: Core Beliefs, Ideas and Symbols (important stories) Stories Jesus told (new testament) <i>What do these stories teach us?</i></p> <p>Theme: Identity- daily life (rituals and traditions) Christening/baptism <i>How do Christians welcome people into their religion?</i></p> <ul style="list-style-type: none"> • 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 • Understand that some places are special to members of their community • Understand how Christians welcome people into their religion

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	<ul style="list-style-type: none"> Recognise that people have different beliefs and celebrate special times in different ways Compare and contrast characters from stories, including figures from the past Talk about their own lives and the lives of others Talk about characters from a range of cultures Know that stories can teach people things Know that the Bible contains parables that Jesus told Know that Christians believe that there is one God who created the world and cares for all people Consider why the world is a place of wonder 		
Reception Key Vocabulary	me, you, they, he, she, home, family, same, diverse, person, special, life, community, culture, worship, church, Diwali, Christmas, celebrations, Lent, Ramadan, christening, baptism, parable,		
Year One	<p>Christianity</p> <p>Theme: Core Beliefs, ideas and symbols Big Question: Why are some stories sacred and important in religion?</p> <p>Theme: Identity-daily life (rituals and traditions) Big Question: Why is personal devotion important?</p> <p>Theme: Expressions of Faith Christian Symbols and places of worship Big Question: What symbols are important to Christians and what are their meanings?</p> <p>Theme: Social Action (how different communities and organisations work together to make the world a better place, locally) Local churches- how do they support communities (warm spaces) Big Question: How do Christians put their beliefs into practice in East Preston?</p> <p>To know:</p> <ul style="list-style-type: none"> that books can be special/ important to people that the Bible contains 'stories' about God and people that Christians read the Bible to learn about God that Christians meet together in a church. That the church is not just a building but also a family of Christian people where Christians show their faith through worship and social action that there are special Christian symbols in a church building. 	<p>Judaism</p> <p>Theme: Expressions of Faith Big Question: How do we share thanks for the food we eat?</p> <p>Theme: Identity-daily life (rituals and traditions) Big Question: Why is personal devotion important?</p> <p>Theme: Core Beliefs, ideas and symbols Special books Bible, Torah and the Qur'an Big Question: Why are some books special to religions?</p> <p>To know:</p> <ul style="list-style-type: none"> that Sukkot is the Jewish festival of Harvest and to know how Jews celebrate this festival that Jews built a sukkah as a temporary shelter what it means to treat something with respect that the Torah is the Jewish holy book and contains rules for Jews to live by that the Torah is in the form of a scroll and is written in Hebrew that families celebrate special times in many different ways that Jews marry to show personal devotion that Jewish marriage ceremonies take place in a synagogue 	<p>Wider Comparisons</p> <p>Theme: Core Beliefs, ideas and symbols Big Question: Why are some stories sacred and important in religion?</p> <p>Theme: Identity-daily life (rituals and traditions) Big Question: Why is personal devotion important?</p> <p>To know:</p> <ul style="list-style-type: none"> why some stories are sacred to different religions (Rama and Sita) how different religions celebrate their key festivals (Diwali) the features of different wedding celebrations (Christian, Jewish, Muslim, non-faith) that people can follow different religions or no religion and all faith is valid that The Bible, the Torah and the Qur'an are all special books linked to religions that many religious and non-religious people show concern about waste and environmental issues

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	<ul style="list-style-type: none"> about the main features of a church (interior/exterior) that Christmas is linked to the account of the birth of Jesus about the key people and events in the Nativity story that Christians marry to show personal devotion that Christian marriage ceremonies take place in a church 		
Year One Key Vocabulary	<p>Build upon Reception vocabulary</p> <p>Special, book, Christianity, Christian, thankful, prayer, harvest, religion, Jesus, Christmas, Nativity, advent, Bethlehem, Mary, Joseph, personal devotion, commitment, belonging, bride, groom, ceremony, church, Bible, symbol, cross, light, prejudice, difference, worship,</p>	<p>Build upon Reception vocabulary</p> <p>Jew, Judaism, Jewish, celebration, harvest, religion, prayer, Sukkot, Sukkah, kephah, ceremony, bride, groom, synagogue, Torah, yad, menorah, Hebrew</p>	<p>Build upon Reception vocabulary</p> <p>Hinduism, Hindu, festival, Diwali, Rama, Sita, rangoli, henna, diva lamp, Islam, Muslim, ceremony, Mosque, bride, groom, mehndi, Qur'an, non-religious, social action, charity, community, volunteering</p>

Year Group	Christianity	Judaism	Wider Comparisons
Year 2	<p>Theme: Core Beliefs, Ideas and Symbols (core concepts and ideas, significant religious leaders) Big Question: Are rules a good thing or a bad thing?</p> <p>Theme: Core Beliefs, Ideas and Symbols (important stories and religious leaders) Big Question: Why do people believe in miracles?</p> <p>Theme: Expressions of Faith Big Question: Why is Easter celebrated by Christians?</p> <p>Theme: Social Action Big Question: How do Christians put their beliefs into practice?</p> <p>To know:</p>	<p>Theme: Expressions of Faith Big Question: Why is Hanukkah celebrated by Jewish people?</p> <p>To know:</p> <ul style="list-style-type: none"> that families celebrate special times in many different ways what it means to treat something with respect that the synagogue is the place where Jews go to learn, worship God and be together as a community that the symbols within a synagogue e.g. everlasting light that the Torah is the Jewish holy book and is in the form of a scroll and is written in Hebrew 	<p>Theme: Core Beliefs, Ideas and Symbols (core concepts and ideas, significant religious leaders) Big Question: Are rules a good thing or a bad thing?</p> <p>Theme: Identity- Daily Life Big Question: What is a day in the life of a Muslim child like?</p> <p>To know:</p> <ul style="list-style-type: none"> that prayer is a way of connecting with God that people pray for different reasons, and that some people don't pray that people from different religions pray in different ways that people carry out their daily lives according to the customs of their religion

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	<ul style="list-style-type: none"> that Christians follow the 10 Commandments and that Moses was an important Christian figure that Jesus performed miracles, including healings e.g. feeding the 5000 that many people's lives were changed by meeting Jesus that Christmas is the celebration of Jesus' birth that new life is an important theme of Easter celebrations that at Easter, Christians remember Jesus' death and His resurrection that specific symbols represent key aspects of Easter that Christians have core values, including social action in order to help others within their faith and the wider community 	<ul style="list-style-type: none"> about the Hanukkah story and how Jews celebrate this festival 	<ul style="list-style-type: none"> that non-religious people might reflect quietly rather than pray that other faiths follow rules set by their faith leader (Islam, Hinduism) that faiths have core values of social action in order to help others within their faith and the wider community
Year Two Key Vocabulary	Build upon Year 1 vocabulary healing, follower, messenger, friendship miracle, value, rescued, saviour, forgiveness, Easter, resurrection, crucifixion, tomb,	Build upon Year 1 vocabulary respect, holy, scroll, Hanukkah, Star of David, everlasting light, dreidel,	Build upon Year 1 vocabulary Muslim, 10 Disciplines, 5 Pillars of Islam, prayer mat, minaret, Mecca, Kaaba, global, issues, appeal, British Red Cross, Unicef,
National Curriculum			
<p>The West Sussex SACRE for R.E. aims to ensure that all pupils should have the opportunity to:</p> <ul style="list-style-type: none"> learn about and understand the main beliefs/concepts and teachings of the religions studied. learn about how people express their belief and faith as individuals, groups, and communities. learn about the daily lives of people in the religions studied and how they reflect their religion and sense of belonging. learn about how people of faith put their beliefs into practice and actions individually, as communities and organisations and their link with cultural heritage and British values. think about "big questions" about meaning, purpose and truth, identity, similarities, and differences between the religions studied, their own lives and the world around them 			
Assessment			
Teachers view children's Religious Education knowledge and understanding regularly and make on-going assessments against the learning intention.			