

St Faith's Church of England Infant and Nursery School



RE Progression of Knowledge and Skills

	Early Years		Key Stage One	
Knowledge	Nursery	Reception	Y1	Y2
<p>God: I know what people (Christians and Muslims) believe about God.</p>	<p>3 and 4 year olds will be learning to:</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>People, Culture and Communities ELG</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>Talk about members of their immediate family and community.</p> <p>RE: Incarnation (Understanding community)</p> <p>Knowing that people celebrate special times such as birthdays and that, for Christians, Christmas is Jesus's birthday.</p> <p>Learning the main events of the Nativity story.</p>	<p>Introduction to parables as a way in which Jesus conveyed an important message to people.</p> <p>Begin to think about what the message of the parable might be.</p> <p>Act out or use pictures to retell a parable (e.g. The Lost Son).</p> <p>Begin to recognize a link between a story and a belief/concept (e.g. The Lost Son and forgiveness).</p> <p>Begin to give examples of the ways in which Christians show a belief (e.g. forgiveness).</p> <p>Begin to understand that different people have different beliefs about the world around them.</p> <p>Begin to ask questions about the world around them.</p> <p>Begin to make connections between using their senses and what they know about the world around them.</p>	<p>Understand that parables are a way to understand what Christians believe God is like.</p> <p>Be able to use clear and simple language to retell a parable (e.g. The Good Samaritan).</p> <p>Can recognize a link between a story and a belief/concept (e.g. The Good Samaritan and compassion).</p> <p>Can give examples of the ways in which Christians show a belief (e.g. compassion).</p> <p>Chn can recognize a link between an Old Testament story e.g. Jonah and the Whale and recognize a link with the concept of God.</p> <p>Understand that different people have different beliefs about the world around them.</p> <p>Be able to ask questions about the world around them.</p>

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			<p>Begin to use reasons to support personal opinions about religions/beliefs.</p> <p>Understand the Christian concept that Jesus is 'God made flesh' (incarnation).</p> <p>Understand the Christian and Muslim belief that there is one God who created the universe – think about how God wants humans to treat his creation. Learn about the way that God's trust in humans was broken (the Fall). In Islam, understand how God (Allah) created the universe in harmony and humans to look after this creation.</p>	<p>Be able to make connections between using their senses and what they know about the world around them.</p> <p>Use reasons to support personal opinions about religions/beliefs.</p> <p>Understand the Christian belief that Jesus came to get rid of the death that came into the world after the Fall (salvation)</p> <p>Learn about some of Jesus' miracles from the Gospels what does this tell us about the Christian view of Jesus and God?</p> <p>Learn about the 99 names of Allah – how does this tell Muslims what God (Allah) is like? Why are there only 99 names and not 100? (no-one can know Allah fully). Learn about how Allah is described in the Koran.</p> <p>Understand the Islamic belief that the Prophet Muhammad is the final prophet – he receives guidance directly from God (Allah) and lives his life in accordance with this,</p>
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				leading people along the straight path.
Possible activities and everyday RE	Encourage children to talk about what their family might believe (this can also be a non-religious belief) when it comes to the world around them and the community they belong to. Ask children where their special places are (bedroom, garden, play area, etc.).		How do we know where this information comes from? (Bible, Qu'ran) Look at quotes from the Bible using biblegateway.com and select the International Children's Bible as the copy to use. Have a copy of the Qu'ran in the classroom – ensure it is on a special support and that it is treated respectfully. Learn the Creation stories from Christianity and Islam. How are they the same/different? Godly play – the Creation story Opportunities to show how we as custodians of the Earth can look after God's creation (link to learning about environmental issues). Opportunities to think, talk and ask questions about whether they can learn anything from the stories. Y1: Understanding Christianity; God, Creation, Incarnation Y2: Understanding Christianity; God – Digging Deeper, Gospel, Salvation	
Being human: I know how faith and beliefs affect the way people (Christians and Muslims) live their lives.	3 and 4 year olds will be learning to: Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	People, Culture and Communities ELG Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Talk about members of their immediate family and community. RE Incarnation Finding out and experiencing the things that Christians do to	Give examples of the ways in which Christians show a core belief (e.g. forgiveness). Be able to identify that different people have different beliefs about the world around them. Begin to identify ways in which beliefs can impact on the daily life of an individual believer (e.g. Christians and attending church, living their lives through following the teachings of Jesus. Muslims	Give examples of how Christians show a core belief (e.g. compassion). Can identify that people around the world hold different beliefs about the world around them. Be able to identify ways in which beliefs can impact on the daily life of an individual believer (e.g. Christians and attending church, living their lives through following the teachings of Jesus. Muslims

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		<p>celebrate Christmas e.g. singing carols, going to church, making mince pies, etc.</p>	<p>following the Five Pillars – daily prayers, pilgrimage, etc).</p> <p>Begin to understand that the Bible is a special book for Christians.</p> <p>I</p> <p>Begin to describe diverse ways in which a festival from at least one belief tradition is celebrated in the UK/around the world (e.g. Christmas)</p> <p>Begin to describe ways in which people express/practise their beliefs as a community e.g. festivals.</p> <p>Begin to make connections between family life and living out religious beliefs, e.g. worship at home or celebrating rites of passage.</p> <p>Begin to ask questions about the world around them.</p>	<p>following the Five Pillars – daily prayers, pilgrimage, etc).</p> <p>Understand that the Bible is a special book for Christians.</p> <p>Be able to describe diverse ways in which a festival from at least one belief tradition is celebrated in the UK/around the world (e.g. Easter, Divali, Eid-ul-Fitr).</p> <p>Be able to describe at least two ways in which people express/practise their beliefs as a community e.g. festivals.</p> <p>Be able to make connections between family life and living out religious beliefs, e.g. worship at home or celebrating rites of passage.</p> <p>Be able to ask questions about the world around them.</p>
<p>Possible activities and everyday RE</p>	<p>Talk about different people and families that live in the local community. Talk about what makes a good member of the community (link to school values). Ask the children if they like to pray – what does it mean to pray? Who are you talking to when you pray? Does it matter where and when you pray?</p>	<p>Look at the Islamic prayer mats in school. Talk about the patterns and observe the rituals of Islamic prayer. Compare and contrast to Christian prayer. Learn the features and what you can expect to find in a church/mosque. What symbols and artefacts might be there? Ask questions about the teachings of Jesus and the link to our school values. How can we see these demonstrated in the gospels?</p>		

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		<p>Reception:</p> <p>Understanding Christianity: Incarnation, Salvation, God/Creation</p>	<p>Godly Play – The Good Samaritan Visitors from charities – how do these link to Christian/Islamic beliefs? Write your own prayers.</p> <p>Y1 Understanding Christianity: God, Creation, Incarnation Y2 Understanding Christianity: God (Digging Deeper), Gospel, Salvation</p>	
<p>Community, worship and celebration: I know how do people (Christians and Muslims) express their religion and beliefs.</p>	<p>3 and 4 year olds will be learning to:</p> <p>Continue developing positive attitudes about the differences between people. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>People, Culture and Communities ELG</p> <p>Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Talk about members of their immediate family and community.</p>	<p>Begin to identify that different people have different beliefs about the world around them.</p> <p>Begin to describe a way in which people express/practise their beliefs as a community e.g. festivals</p> <p>Describe the diverse ways in which a festival from Christianity is celebrated around the world (Christmas).</p> <p>Begin to recognise links between a story and a belief/concept (e.g. the story of the Lost Son in the New Testament and beliefs about forgiveness) and how this affects the way people live their lives.</p> <p>Begin to make connections between family life and living out religious beliefs, e.g. worship at home or celebrating rites of passage.</p>	<p>Be able to identify that different people have different beliefs about the world around them.</p> <p>Be able to describe at least two ways in which people express/practise their beliefs as a community e.g. festivals</p> <p>Describe the diverse ways in which a festival from Christianity is celebrated around the world (Easter).</p> <p>Be able to recognise links between a story and a belief/concept (e.g. the story of the Good Samaritan in the New Testament and beliefs about compassion) and show how this affects the way people live their lives.</p> <p>Be able to make connections between family life and living out religious beliefs, e.g. worship at</p>

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			<p>Begin to show what Christians do to express their beliefs - attend church, pray, try to live their lives in accordance with Jesus' teaching (everyday actions), festivals, etc.</p> <p>Begin to understand the key practices associated with Christmas. Look at the idea of Jesus being a 'gift'.</p> <p>Begin to use reasons to support personal opinions about religions/beliefs.</p>	<p>home or celebrating rites of passage.</p> <p>Describe the diverse ways in which a festival from another world faith is celebrated around the world (Divali, Eid-ul-Fitr).</p> <p>Be able to identify at least two ways in which beliefs can impact on the daily life of an individual believer (e.g. prayer, diet, etc.).</p> <p>How does the wider (Christian and/or Muslim) community encourage a sense of belonging? (food banks, street pastors).</p> <p>Learn about important Muslim celebrations – Ramadan and Id-ul-Fitr. Also learn about Eid-ul-Adha (Ibrahim's test of faith).</p> <p>Use reasons to support personal opinions about religions/beliefs.</p>
<p>Possible activities and everyday RE</p>	<p>Encourage children to talk about the special times they have in their families and the special places they might like to visit.</p> <p>Ask children if they can recall any special days they spent with their families and how they celebrated them.</p> <p>Encourage children to talk about objects special to them.</p> <p>Encourage the children to talk about places in their community that might be classed as 'special' to some people.</p>		<p>Understand how Christmas is celebrated across the world.</p> <p>Hindu visitor (Sunita) and other visitors from different faiths</p> <p>Visit to church/mosque</p> <p>Godly Play (parables)</p> <p>Chn create their own special words (Shahadah) as a guide for their daily lives.</p> <p>Have your own class festival celebrations</p>	

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			<p>Look at artefacts from Christianity and Islam, particularly artefacts or 'rules' that show an outward expression of faith (e.g. Christian cross and chain, Islamic 'modest dress').</p> <p>Y1 Understanding Christianity: Incarnation Y2 Understanding Christianity: Salvation</p>	
<p>Life journey, rites of passage: I know how people (Christians and Muslims) mark important events in life.</p>	<p>3 and 4 year olds will be learning to:</p> <p>Continue developing positive attitudes about the differences between people.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>People, Culture and Communities ELG</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>Talk about members of their immediate family and community.</p>	<p>Begin to identify that different people have different beliefs about the world around them.</p> <p>Begin to describe at least two ways in which people express/practise their beliefs as a community e.g. rites of passage</p> <p>Begin to make connections between family life and living out religious beliefs, e.g. celebrating rites of passage.</p> <p>Introduce the importance of belonging. What do Christians and Muslims do to welcome new babies? Learn about a Christian baptism.</p>	<p>Be able to identify that different people have different beliefs about the world around them.</p> <p>Be able to describe at least two ways in which people express/practise their beliefs as a community e.g. rites of passage</p> <p>Be able to make connections between family life and living out religious beliefs, e.g. celebrating rites of passage.</p> <p>Understand the importance of belonging. Recap on how Christians and Muslims welcome new babies.</p> <p>Look at what belonging means to individual Christians in the locality.</p> <p>Look at the church's role in bringing people together e.g. for rites of passage such as weddings.</p>

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Possible activities and everyday RE	Ask the children if they can remember a time such as a new baby being born in the family or to someone they know. How was this celebrated? Talk about what people do when a new baby is born (send cards, buy gifts, etc.) Ask children if they have ever been to a wedding. Ask them what happened – what did people wear and how did they celebrate? Talk about the importance of making and keeping promises.	Read the story of the Bundle of Sticks. Visit the church – have a mock baptism, look at where in the church a baptism is held, who is present at a baptism, what is the significance of the water, etc. Visit the mosque. Visitors to talk about Christian and Muslim weddings. Have a mock wedding in school or church.
Cross curricular application	PSED – respecting difference around the world EAD – art and craft of different cultures around the world, spiritual music from around the world	History (period of time in which Jesus lived, the Roman occupation, the Islamic Golden Age of inventions) Geography (where in the world did Jesus live, locate the places associated with Jesus on a map) Art (how is Jesus depicted in art across the world) PSHE/Citizenship (living according to Christian/British values, or by the Five Pillars) English (shared reading of Bible passages – biblegateway.com) DT (creating religious artefacts, e.g. palm crosses, recreating Jesus' last meal), the Islamic Golden Age of inventions) Science (how does the scientific view of Creation differ from the religious view)
General knowledge		Think about the period in History when Jesus lived (under Roman occupation) How can we find out about the time when Jesus lived? Link to historical investigation. Where in the World did Jesus live? Find Israel and Jerusalem on a map. Likewise, where in the world is there a large majority of Christians/Muslims? Locate these areas on a global map. Learn about Christian beliefs through looking at artwork depicting Jesus. Look at different types of art from around the world. Discuss why there is no image of the prophet Muhammed. How are British values also Christian values? Why is this the case? Share read passages from the Bible on biblegateway.com

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			Learn about the history of Islamic invention. Compare and contrast Christian and Islamic beliefs about Creation compared with scientific evidence.
Key Vocab	family community	Jesus God religion festival celebration special	God Bible Qu'ran worship Christmas celebration Jesus Easter Muslim salvation Islam creation beginning fall belonging baptism incarnation community 99 names for Allah salvation faith religion beliefs five pillars of Islam Allah Muhammad mosque