

Purston Infant School – Progression in Religious Education

RE Progression using the Wakefield Agreed Syllabus for RE

	Area	Three and Four-Year Olds (Discovering)	Reception (Discovering)	ELG (Discovering)	Year 1 (Exploring)	Year 2 (Exploring)
Believing			<p>Which Stories are special and why?</p> <ul style="list-style-type: none"> • Talk about some religious stories • Recognise some religious words, e.g. about God • Identify some of their own feelings in the stories they hear • Identify a sacred text e.g. Bible, Qur'an • Talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do. <p>Which people are special and why?</p> <ul style="list-style-type: none"> • Talk about people who are special to them • Say what makes their family and friends special to them • Identify some of the qualities of a good friend • Recall and talk about stories of Jesus as a friend to others • Recall a story about a special person in Sikhism and talk about what can be learnt from it. 		<p>Who is a Christian and what do they believe?</p> <ul style="list-style-type: none"> • Talk about some simple ideas about Christian beliefs about God and Jesus. • Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means. • Talk about issues of good and bad, right and wrong arising from the stories. • Ask some questions about believing in God and offer some ideas of their own. <p>Who is a Muslim and what do they believe?</p> <ul style="list-style-type: none"> • 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. • Recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like. <p>Who is Jewish and what do they believe?</p> <ul style="list-style-type: none"> • Talk about the fact that Jewish people believe in God. • Recognise that some Jewish people remember God in different ways (eg mezuzah, on Shabbat) 	<p>Who is a Christian and what do they believe?</p> <ul style="list-style-type: none"> • Make links between what Jesus taught and what Christians believe and do. <p>Who is a Muslim and what do they believe?</p> <ul style="list-style-type: none"> • Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah). • Re-tell a story about the life of the Prophet Muhammad. • Recognise some objects used by Muslims and suggest why they are important. • Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel. • Find out about and respond with ideas to examples of cooperation between people who are different. <p>Who is Jewish and what do they believe?</p> <ul style="list-style-type: none"> • Talk about how the mezuzah in the home reminds Jewish people about God . • Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat. • Re-tell a story that shows what Jewish people at the festival of Chanukah might think about God, suggesting what it means.

Which places are special and why?

- Talk about somewhere that is special to themselves, saying why
- Be aware 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
- Identify some significant features of sacred places
- Recognise a place of worship
- Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church

Which times are special and why?

- Give examples of special occasions that they and others have experienced and suggest features of a good celebration.
- Say why Sukkot is a special time for Jewish people.
- Say why Diwali is a special time for Hindus.

What can we learn from sacred books?

- Talk about some of the stories that are used in religion and why people still read them
- Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books

What makes some places sacred?

- Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used.
- Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe.
- Ask good questions during a school visit about what happens in a church, synagogue or mosque

How and why do we celebrate special and sacred times?

- Identify some ways Christians celebrate Christmas/ Easter/Harvest/ Pentecost and some ways a festival is celebrated in another religion
- Re-tell stories connected with Christmas/ Easter/ Harvest/ Pentecost and a festival in another religion and say why these are important to believers.
- Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion.
- Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers

What can we learn from sacred books?

- Recognise that sacred texts contain stories which are special to many people and should be treated with respect
- 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

What makes some places sacred?

- Show that they have begun to be aware that some people regularly worship God in different ways and in different places

How and why do we celebrate special and sacred times?

- Suggest meanings for some symbols and actions used in religious celebrations, including Easter/ Christmas, Chanukah and/ or Eid-ul-Fitr
- Identify some similarities and differences between the celebrations studied

			<ul style="list-style-type: none">• Recall a simple story connected with Diwali.• Say why Christmas is a special time for Christians.• Recall a simple story connected with Christmas.• Give examples of special occasions and suggest aspects of celebration that are found in more than one religious festival.• Recall simple stories connected with festivals.• Say why festivals are special times for members of faith communities			
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Living			<p>Where do we belong?</p> <ul style="list-style-type: none"> • Re-tell religious stories making connections with personal experiences. • Share and record occasions when things have happened in their lives that made them feel special. • Recall simply what happens at a traditional Christian infant baptism and dedication • Recall simply what happens when a baby is welcomed into Islam <p>What is special about our world?</p> <ul style="list-style-type: none"> • Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world • Re-tell stories, talking about what they say about the world, God, human beings • Think about the wonders of the natural world, expressing ideas and feelings • I can express ideas about how to look 		<p>What does it mean to belong to a faith community?</p> <ul style="list-style-type: none"> • Recognise and name some symbols of belonging from my own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers. • Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean. • Identify two ways people show they belong to each other when they get married. • Respond to examples of co-operation between different people <p>How should we care for others and the world, and why does it matter?</p> <ul style="list-style-type: none"> • Talk about how religions teach that people are valuable, giving simple examples. • Recognise that some people believe God created the world and so we should look after it. 	<p>What does it mean to belong to a faith community?</p> <ul style="list-style-type: none"> • Give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences. • Identify some similarities and differences between the ceremonies studied <p>How should we care for others and the world, and why does it matter?</p> <ul style="list-style-type: none"> • Re-tell Bible stories and stories from another faith about caring for others and the world. • Identify ways that some people make a response to God by caring for others and the world. • Talk about issues of good and bad, right and wrong arising from the stories. • Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more. • Use creative ways to express their own ideas about the creation story and what it says about what God is like.
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			after animals and plants Talk about what people do to mess up the world and what they do to look after it			
Wakefield Agreed Syllabus for RE	Foundation Stage – Discovering the World Believing F1 Which stories are special and why? F2 Which people are special and why? Expressing F3 Which places are special and why? F4 Which times are special and why? Living F5 Where do we belong? F6 What is special about our world and why?			Keys Stage 1 Believing 1.1 Who is a Christian and what do they believe? 1.2 Who is a Muslim and what do they believe? 1.3 Who is a Jewish and what do they believe? 1.4 What can we learn from sacred books? Christians/Muslims and/or Jewish people Expressing 1.5 What makes some places sacred? Christians/Muslims and/or Jewish people 1.6 How and why do we celebrate special and sacred times? Christians/Muslims and/or Jewish people Living 1.7 What does it mean to belong to a faith community? Christians/Muslims and/or Jewish people 1.8 How should we care for others and the world, and why does it matter?		

Progression in Religious Education through Early Years Foundation Stage				
Discovering				
Area of Learning	Three and Four-Year Olds	Reception	Area of Learning	ELG
Personal, Social and Emotional Development	Develop their sense of responsibility and membership of a community	See themselves as a valuable individual. Think about the perspectives of others	Personal, Social and Emotional Development Building Relationships	Show sensitivity to their own and others' needs.
Understanding the World	Continue to develop positive attitudes about the differences between people.	Talk about members of their immediate family and community. Name and describe people who are familiar to them.	Understanding the World Past and Present	Talk about the lives of the people around them and their roles in society. Understand the past through settings, characters and events

		<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>encountered in books read in class and storytelling.</p>
			<p>Understanding the World</p> <p>People and Communities</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>