

RE in EYFS and Key Stage 1 - KNOWLEDGE PROGRESSION

Our curriculum is based on the Derbyshire Agreed Syllabus and the Understanding Christianity approach, which both define the knowledge to be learnt within each unit. This progression also shows the unit vocabulary children will be expected to know.

Links between faiths are shown by colour coding. Links with prior learning are also identified.

	EYFS	KS1 Year A	KS1 Year B
Autumn 1	F5 Being special: where do we belong? Christians, Hindus, Muslims	1.7 What does it mean to belong to a faith community? (Link to F5) Christians, Muslims, Jewish people	1.2 Who is a Muslim and what do they believe? (Link to F5) Muslims
	<p>Children will: re-tell religious stories making connections with personal experiences</p> <ul style="list-style-type: none"> • 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 a religion other than Christianity. <p>Vocabulary Special, love, welcome, Christian</p>	<p>Children will:</p> <p>Year 1</p> <ul style="list-style-type: none"> • Talk about what is special and of value about belonging to a group that is important to them (B2). • Show an awareness that some people belong to different religions (B1). <p>Year 1 Vocabulary Belong, of value, different religions</p> <p>Year 2</p> <ul style="list-style-type: none"> • Recognise and name some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers (A3). 	<p>Children will:</p> <p>Year 1</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 <p>Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr (A1).</p> <ul style="list-style-type: none"> • Recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like (A3). <p>Know that a mosque is a special place to Muslims.</p> <p>Year 1 vocabulary Muslim, Qur'an, Mosque, Allah, Ramadan, Eid-ul-Fitr</p> <p>Year 2:</p> <ul style="list-style-type: none"> • Talk about some simple ideas about Muslim

		<ul style="list-style-type: none"> • Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1). • Identify two ways people show they belong to each other when they get married (A1). • Respond to examples of co-operation between different people (C2) <p>Year 2 Vocabulary Symbols of belonging, believers, baptism/dedication, wedding, marriage, community</p> <p>Challenge (Exceeding unit outcomes)</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 (B2). • Identify some similarities and differences between the ceremonies studied. <p>Challenge Vocabulary Identity, faith communities, ceremonies</p>	<p>beliefs about God, making links with some of the 99 Names of Allah (A1).</p> <ul style="list-style-type: none"> • Re-tell a story about the life of the Prophet Muhammad (A2). • Recognise some objects used by Muslims and suggest why they are important (A2). • Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1). <p>Recognise the significance of the mosque to Muslims.</p> <p>Year 2 vocabulary Muslim, Qur'an, Mosque, Allah, Eid-ul- Fitr, Ramadan, Prophet , Qu'ran, Mohammed</p> <p>Challenge (Exceeding unit outcomes)</p> <ul style="list-style-type: none"> • Make links between what the Holy Qur'an says and how Muslims behave (A2). • Ask some questions about God that are hard to answer and offer some ideas of their own (C1). <p>Challenge Vocabulary No additional vocabulary</p>
Autumn 2	<p>UC F2 Why do Christians perform nativity plays at Christmas? INCARNATION</p> <p>Christians</p>	<p>UC 1.1 What do Christians believe God is like? GOD (Link to UC F1)</p> <p>Christians</p>	<p>UC 1.3 Why does Christmas matter to Christians? (Link to UC F2)</p> <p>Christians</p>

	<p>Children will know that: Christians believe God came to Earth in human form as Jesus. Christians believe Jesus came to show that all people are precious and special to God.</p> <p>Vocabulary Jesus, precious, God, Christmas</p>	<p>Children will know that:</p> <p>Year 1 (Core) Christians believe in God and that they find out about God in the Bible. Christians believe God is loving, kind, fair and also Lord and King; and that there are some stories that show this. Christians worship God and try to live in ways that please him.</p> <p>Year 1 vocabulary Bible, parable, Christians, Lost Son, loving and forgiving</p> <p>Year 2 (Digging Deeper) As above, with broader and deeper range of resources and examples.</p> <p>Year 2 vocabulary Bible, parable, Christians, Lost Son, loving and forgiving, Jonah, Old Testament</p>	<p>Children will know that:</p> <p>Year 1 (Core) Christians believe that Jesus is God and that he was born as a baby in Bethlehem. The Bible points out that his birth showed that he was extraordinary (for example he is worshipped as a king, in Matthew) and that he came to bring good news for example to the poor, in Luke) Christians celebrate Jesus' birth, and Advent for Christians is a time for getting ready for Jesus' coming.</p> <p>Year 1 vocabulary Christians, Christmas, Bethlehem, Book of Luke, Advent,</p> <p>Year 2 Digging Deeper As above, with broader and deeper range of resources and examples.</p> <p>Year 2 vocabulary Christians, Christmas, Bethlehem, Book of Luke, Advent, Book of Matthew, "Big Story", King, Incarnation</p>
<p>Spring 3</p>	<p>UC F1 Why is the word 'God' so important to Christians? GOD/CREATION</p> <p style="text-align: center;">Christians</p>	<p>1.3 Who is Jewish and what do they believe? (Link to F5)</p> <p style="text-align: center;">Jewish people</p>	<p>1.4 What can we learn from sacred books? (Link to F1)</p> <p style="text-align: center;">Christians, Muslims, Jewish people</p>

	<p>Children will know that: The word God is a name Christians believe God is Creator of the universe Christians believe God made our wonderful world and so we should look after it.</p> <p>Vocabulary God, Name, holy, creator, world</p>	<p>Children will:</p> <p>Year 1</p> <ul style="list-style-type: none"> • Talk about the fact that Jewish people believe in God (A1). • Recognise that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat) (A3). <p>Year 1 Vocabulary Jewish, mezuzah, Shabbat,</p> <p>Year 2</p> <ul style="list-style-type: none"> • Talk about how the mezuzah in the home reminds Jewish people about God (A3). • 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 (B1). • Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means (A2). • Ask some questions about believing in God and offer some ideas of their own (C1). <p>Year 2 Vocabulary Jewish, mezuzah, Shabbat, Sukkot, Chanukah, Pesach</p>	<p>Children will:</p> <p>Year 1</p> <p>Talk about some of the stories that are used in religion and why people still read them (A2).</p> <p>Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books (B3).</p> <p>Year 1 vocabulary Stories, Christians, Muslims and Jewish people, sacred books, Bible, Torah, Qu’ran</p> <p>Year 2</p> <p>Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3).</p> <p>Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2).</p> <p>Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1).</p> <p>Talk about issues of good and bad, right and wrong arising from the stories (C3).</p> <p>Year 2 vocabulary</p>
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Spring 4	<p>UC F3 Why do Christians put a cross in an Easter garden? SALVATION</p> <p>Christians</p>	<p>UC 1.5 Why does Easter matter to Christians? (Link to UC F3)</p> <p>Christians</p>	<p>1.6 How & why do we celebrate special and sacred times? (Easter) (Link to UC F3)</p> <p>Christians</p>
	<p>Children will know that: Christians remember Jesus’ last week at Easter. Jesus’ name means “He saves”. Christians believe Jesus came to show God’s love. Christians try to show love to others. Vocabulary Easter, Jesus, Christians,</p>	<p>Children will know that: Year 1 (Core) Easter is very important in the ‘big story’ of the Bible. Christians believe Jesus rose from the dead, giving people hope of a new life. Year 1 vocabulary Easter, festival, Spring, new life, “big story”, Holy Week, cross, Palm Sunday, resurrection, Good Friday</p>	<p>Children will: Year 1 Identify a special time they celebrate and describe its importance. (A1) Explain simply what celebration means.(A1) Describe who Christians think Jesus is (A2) Year 1 vocabulary Celebration, festivals, Christianity, Easter, Harvest, Pentecost, Holy Week.</p>

		<p>Year 2 (Digging Deeper) Christians believe Jesus builds a bridge between God and humans. Jesus showed that he was willing to forgive all people, even for putting him on the cross.</p> <p>Year 2 vocabulary Easter, festival, Spring, new life, “big story”, Holy Week, cross, Palm Sunday, forgiveness, Salvation</p>	<p>Year 2 Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1). Re-tell stories connected with Christmas/Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2). Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1). Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).</p> <p>Year 2 vocabulary Celebration, festivals, Christianity, Easter, Harvest, Pentecost, Holy Week, compare, Muslim, Eid-ul-Fitr.</p> <p>Challenge (Exceeding unit outcomes) Suggest meanings for some symbols and actions used in religious celebrations, including Easter, Christmas, Chanukah and/or Eid-ul-Fitr (A3).</p>
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			Identify some similarities and differences between the celebrations studied (B3). Challenge vocabulary Symbols, comparison
Summer 5	F3 What places are special and why? Christians, Muslims	UC 1.2 Who do Christians say made the world? CREATION (Link to UC F1) Christians	UC 1.4 What is the 'good news' Christians believe Jesus brings? (Link to F1) Christians
	<p>Children will: talk about somewhere that is special to themselves, saying why</p> <ul style="list-style-type: none"> • 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. <p>Vocabulary Special, safe, place of worship, features</p>	<p>Children will know that:</p> <p>Year 1 (Core) God created the universe. The Earth and everything in it are important to God. God has a unique relationship with human beings as their Creator and Sustainer. Humans should care for the world because it belongs to God.</p> <p>Year 1 vocabulary Creation, universe, "big story", creator,</p> <p>Year 2 (Digging Deeper) As above, plus: Understanding of how to care for the world environment and why this is important. How Christians and others care for the world. How following the rules makes a difference to the world.</p>	<p>Children will know that:</p> <p>Year 1 (Core) Christians believe Jesus brings good news for all people. For Christians, this good news includes being loved by God, and being forgiven for bad things. Christians believe Jesus is a friend to the poor and friendless. Christians believe Jesus' teachings make people think hard about how to live and show them the right way.</p> <p>Year 1 vocabulary Gospel = Good News, forgiveness, teachings, peace, friendless,</p> <p>Year 2 (Digging Deeper) As above, with broader and deeper range of resources and examples.</p>

		Year 2 vocabulary Creation, universe, “big story”, creator, sustainer, Genesis,	Year 2 vocabulary Gospel = Good News, forgiveness, teachings, peace, friendless, trust, thankfulness,
Summer 6	F1 What stories are special and why? Christians, Hindus, Muslims	1.8 How should we care for others and the world, and why does it matter? (Link to UC F1) Christians, Jewish people, Hindus	1.5 What makes some places sacred? (Link to F3) Christians, Muslims, Jewish people, Hindus
	Children will: talk about some religious stories <ul style="list-style-type: none"> • 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 • talk about what Jesus teaches about saying ‘thank you’, and why it is good to thank and be thanked. Vocabulary God, Bible, stories, promises, thank-you	Children will: Year 1 <ul style="list-style-type: none"> • Talk about how religions teach that people are valuable, giving simple examples (B1). • Recognise that some people believe God created the world and so we should look after it (A2). Year 1 vocabulary Valuable, unique, created, good and bad, caring Year 2 <ul style="list-style-type: none"> • Re-tell Bible stories and stories from another faith about caring for others and the world (A2). • Identify ways that some people make a response to God by caring for others and the 	Children will: Year 1 <ul style="list-style-type: none"> • Recognise that there are special places where people go to worship, and talk about what people do there (A1). • Identify at least three objects used in worship in two religions (A3). Year 1 vocabulary Worship, sacred, holy, church, altar, font, lectern, candles Year 2 <ul style="list-style-type: none"> • 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 (A3). • Talk about ways in which stories, objects,

		<p>world (B1).</p> <ul style="list-style-type: none"> • Talk about issues of good and bad, right and wrong arising from the stories (C3). • Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2) • Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1). <p>Year 2 vocabulary Valuable, unique, created, good and bad, caring, Bible, right and wrong, Golden Rule,</p> <p>Challenge (Exceeding unit outcomes)</p> <ul style="list-style-type: none"> • Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories (B1). • Answer the title question thoughtfully, in the light of their learning in this unit (C1). <p>Challenge vocabulary God's representatives</p>	<p>symbols and actions used in churches, mosques and/or synagogues show what people believe (B2).</p> <ul style="list-style-type: none"> • Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel (C1). • Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1). <p>Year 2 vocabulary Worship, sacred, holy, church, altar, font, lectern, candles, symbols, artefacts, Muslims, Jewish people, synagogue, mosque</p> <p>Challenge (Exceeding unit outcomes)</p> <ul style="list-style-type: none"> • Suggest meanings to religious songs, responding sensitively to ideas about thanking and praising (A2). • Show that they have begun to be aware that some people regularly worship God in different ways and in different places (B3). <p>Challenge vocabulary Musical worship, meanings</p>
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