

RE Progression & Coverage Document

Parents have the statutory right under Section 71 of the School Standards and Framework Act 1998 to request that their child is withdrawn from RE lessons. This would need to be discussed with the academy before a child can be withdrawn. Please be aware that if a child is withdrawn from an RE lesson, the academy has a duty to supervise them, the academy does not have to provide additional teaching. If withdrawn from an RE lesson then your child may have to work in a different area of the school.

Curriculum Objectives	
EYFS	KS1
<p>Development matters: 3 and 4 year olds:</p> <ul style="list-style-type: none"> ● Continue developing positive attitudes about the differences between people. ● Notice differences between people. ● Make connections between the features of their family and other families. <p>Reception:</p> <ul style="list-style-type: none"> ● Recognise some similarities and differences between life in this country and life in other countries. ● Recognise that people have different beliefs and celebrate special times in different ways. ● Understand that some places are special to members of their community. ● Name and describe people who are familiar to them. ● Talk about members of their immediate family and community. <p>ELG: Past and Present Children at the expected level of development will:</p> <ul style="list-style-type: none"> ● Talk about the lives of the people around them and their roles in society; 	<p>Making sense of beliefs: Identifying and making sense of religious and non-religious beliefs and concepts; understanding what these beliefs mean within their traditions; recognising how and why sources of authority (such as texts) are used, expressed and interpreted in different ways, and developing skills of interpretation.</p> <ul style="list-style-type: none"> ● identify core beliefs and concepts studied and give a simple description of what they mean ● give examples of how stories show what people believe (e.g. the meaning behind a festival) ● give clear, simple accounts of what stories and other texts mean to believers <p>Understanding the impact: Examining how and why people put their beliefs into practice in diverse ways, within their everyday lives, within their communities and in the wider world.</p> <ul style="list-style-type: none"> ● give examples of how people use stories, texts and teachings to guide their beliefs and actions ● give examples of ways in which believers put their beliefs into practice <p>Making connections: Evaluating, reflecting on and connecting the beliefs and practices studied; allowing pupils to challenge ideas studied, and the ideas studied to challenge pupils' thinking; discerning possible connections between these and pupils' own lives and ways of understanding the world.</p> <ul style="list-style-type: none"> ● think, talk and ask questions about whether the ideas they have been studying, have something to say to them

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<ul style="list-style-type: none"> Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class <p>ELG: People, Culture and Communities Children at the expected level of development will:</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; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. 	<ul style="list-style-type: none"> give a good reason for the views they have and the connections they make
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Objectives				
	YN	YR	Y1	Y2
Christianity		<ul style="list-style-type: none"> Talk about people who are special to them Say what makes their family and friends special to them Recall simply what happens at a traditional Christian festival (Christmas) Begin to recognise the word ‘incarnation’ as describing the belief that God came to Earth as Jesus Retell religious stories, making connections with personal experiences. (Aut 2 / F2 Why is Christmas special for Christians?) Talk about things they find interesting, puzzling or wonderful and also about their own 	<ul style="list-style-type: none"> Retell the story of creation from Genesis 1:1–2:3 simply Recognise that ‘Creation’ is the beginning of the ‘big story’ of the Bible Say what the story tells 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. 	<ul style="list-style-type: none"> 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 (Aut 2 / 1.3 Why does Christmas matter to Christians?) Tell stories from the Bible and recognise a link with the concept

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		<p>experiences and feelings about the world</p> <ul style="list-style-type: none"> • Retell stories, talking about what they say about the world, God, human beings • Think about the wonders of the natural world, expressing ideas and feelings • Say how and when Christians like to thank their Creator • Talk about what people do to mess up the world and what they do to look after it <p>(Autumn 1 / F1 Why is the word 'God' so important to Christians?)</p> <ul style="list-style-type: none"> • Recognise and retell stories connected with celebration of Easter <ul style="list-style-type: none"> • Say why Easter is a special time for Christians • Talk about ideas of new life in nature • Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature • Talk about some ways Christians remember these stories at Easter. <p>(Spring 2 / F3 Why is Easter special for Christians?)</p>	<p>(Aut 1 / 1.2 Who do Christians say made the world?)</p> <ul style="list-style-type: none"> • Identify what a parable is • Tell the story of the Lost Son from the Bible simply 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. <p>(Aut 2 / 1.1 What do Christians believe God is like?)</p>	<p>of 'Gospel' or 'good news'</p> <ul style="list-style-type: none"> • Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians • Recognise that Jesus gives instructions to people 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 in the Church community and their own lives (for example: charity, confession) • 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. <p>(Sum 1 / 1.4 What is the 'good news' Christians believe Jesus brings?)</p> <ul style="list-style-type: none"> • Recognise that Incarnation and Salvation are part of a 'big story' of the Bible • Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people) • 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
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				<p>to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas. (Spr 2 / 1.5 Why does Easter matter to Christians?)</p>
<p>Islam</p>				<ul style="list-style-type: none"> • Recognise the words of the <i>Shahadah</i> and that it is very important for Muslims • Identify some of the key Muslim beliefs about God found in the <i>Shahadah</i> 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 <i>Shahadah</i> to show what matters to them • Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) • 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, respect, celebration 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. <p>(Spr 1 Part 1 & Sum 2 Part 2 / 1.6 Who is a Muslim and how do they live?)</p>

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Judaism			<ul style="list-style-type: none"> • Recognise the words of the Shema as a Jewish prayer • Retell simply some stories used in Jewish celebrations (e.g. Chanukah) • Give examples of how the stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like • Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah) • 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 (e.g. <i>mezuzah</i>, on Shabbat) • 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. <p>(Spr 1 Part 1 & Sum 2 Part 2 / 1.7 Who is Jewish and how do they live?)</p>	
Thematic	<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, Torah • Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank 	<ul style="list-style-type: none"> • Retell 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 a religion other than Christianity. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Recognise that loving others is important in lots of communities • Say simply what Jesus and one other religious leader taught about loving other people • Give an account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean • Identify at least two ways people show they love each other and

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	<p>you', and why it is good to thank and be thanked; what the Chanukah story teaches Jews about standing up for what is right), etc. (Ongoing all year / F6 Which stories are special and why?)</p>	<p>(Spring 1/ F4 Being special: where do we belong?)</p> <ul style="list-style-type: none"> • Talk about somewhere that is special to themselves, saying why • 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 • Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God • 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. <p>(Sum 1&2 / F5 Which places are special and why?)</p>	<ul style="list-style-type: none"> • 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 to people, and what the difference is between religious and non-religious special places. <p>(Spr 2 / 1.8 What makes some places sacred to believers?)</p> <ul style="list-style-type: none"> • 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 one of these stories (e.g. that God loves all people) • Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world • Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the 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 	<p>belong to each other when they get married (Christian and/or Jewish and non-religious)</p> <ul style="list-style-type: none"> • 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. <p>(Aut 1 / 1.10 What does it mean to belong to a faith community?)</p>
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			<ul style="list-style-type: none">• Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world• Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world. <p>(Sum 1 / 1.9 How should we care for others and the world, and why does it matter?)</p>	
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