

Religious Education Progression

Religious Education in EYFS

In RE Children will begin to explore the world of religion in terms of special people, books, times, places and objects and by visiting places of worship. They listen to and talk about stories from the Bible. They are introduced to religious words where appropriate and use their senses in exploring religions and beliefs, practices and forms of expression. They reflect on their own feelings and experiences; using their imagination and curiosity to develop their appreciation and wonder of the world in which they live.

Religious Education makes an active contribution to all areas but has a particularly important contribution to make to:

Personal, Social and Emotional Development

- Children use some stories from religious traditions as a stimulus to reflect on their own feelings and experiences and explore them in various ways.
- Using a story as a stimulus, children reflect on the words and actions of characters and decide what they would have done in a similar situation. They learn about the story and its meanings through activity and play.
- Using role-play as a stimulus, children talk about some of the ways that people show love and concern for others and why this is important.
- Children think about issues of right and wrong and how humans help one another.

Communication and Language

- Children have opportunities to respond creatively, imaginatively and meaningfully to memorable experiences.
- Using a religious celebration as a stimulus, children talk about special events associated with the celebration.
- Through artefacts, stories and music, children learn about important religious celebrations.

Understanding of the World

- Children ask and answer questions about religion and culture, as they occur naturally within their everyday experiences.
- Children visit places of worship.
- They listen to and respond to a wide range of religious and ethnic groups.
- They handle artefacts with curiosity and respect.

Expressive Arts and Design

- Using religious artefacts as a stimulus, children think about, and express meanings associated with the artefact.
- Children share their own experiences and feelings and those of others and are supported in reflecting on them associated with the celebration.
- Through artefacts, stories and music, children learn about important religious celebrations.

EYFS

Unit	Knowledge
Harvest: <ul style="list-style-type: none"> Why do people of faith say thank you to God? 	To give pupils an understanding of why we say thank you to God at harvest time and talk about him being creator.
I am Special: <ul style="list-style-type: none"> Why do people of faith say thank you to God at harvest time? 	To give pupils an understanding that they are unique and special. To know they are loved, valued and made by God.
Friendship: <ul style="list-style-type: none"> What makes a good friend? 	To explore the meaning of friendship, how we make friends and why friends are important. To know about Jesus making friends, how he made friends and who he chose
Stories Jesus heard: <ul style="list-style-type: none"> What stories did Jesus hear when he was a child? 	To introduce pupils to stories of the Old Testament and understand that Jesus would have heard these stories as he was growing up.
Stories Jesus Told: <ul style="list-style-type: none"> Why did Jesus tell stories? 	To explore the stories that Jesus told and know that he told them to teach us about God.
Prayer: <ul style="list-style-type: none"> What is prayer? 	To start children on their journey towards understanding what prayer is and the different ways people of faith talk to God. <i>World Faiths:</i> To make children aware that people of other faiths pray.
Special People: <ul style="list-style-type: none"> Why do Christians believe Jesus is special? 	To give pupils an opportunity to explore Christian values through their own actions and the actions of others. To highlight the role of significant/special people in pupils' lives. To emphasise the ways in which Jesus was a special person.
Special Places: <ul style="list-style-type: none"> What makes a place holy? 	To begin to develop pupils' understanding of a place being considered as a special/holy place where believers go to worship. <i>World Faiths:</i> To make links to special holy places in other religions, e.g. Islam.
Special Times: <ul style="list-style-type: none"> How do you celebrate special times? 	To develop pupils' understanding of special/holy times, increasing their knowledge of the ways special times are celebrated, remembered and the reasons why. To introduce pupils to the story of Pentecost and God as Holy Spirit. <i>World Faiths:</i> To make links to special times in other religions (Judaism, Islam and Hinduism).

Year 1 / 2

Unit	Knowledge
Creation: <ul style="list-style-type: none"> What are your favourite things that God created? 	To give children the opportunity to develop their perceptions and understanding of God. To provide an opportunity for reflection on feelings of awe, wonder, delight and mystery in relation to the natural world.
My world, Jesus' world: <ul style="list-style-type: none"> How is the place where Jesus lived different from how we live now? 	To help children understand that Jesus lived a long time ago and that the world we live in is very different to Jesus' world over 2000 years ago.
Christmas: <ul style="list-style-type: none"> Why do the people in the nativity story travel to Bethlehem? 	To explore the Christmas story through the journeys to Bethlehem made by Mary and Joseph and those who travelled to visit the Christ child.
Jesus: <ul style="list-style-type: none"> Why did Jesus welcome everyone? 	To enjoy these stories of Jesus' miracles and to increase the children's awareness that Jesus was an extraordinary person who welcomed everyone as a friend.
Holy Week: <ul style="list-style-type: none"> What happened during Holy Week? 	To introduce the children to the specific events of Holy Week that lead up to Easter in more detail. To give opportunity for pupils to develop their skill of empathy. To begin to develop pupils understanding of the significance of these events in Christianity.
The Church: <ul style="list-style-type: none"> Why is the Church a special place for Christians? 	To give pupils an understanding of 'church' as a holy place and a body of people. To begin developing in pupils an understanding of what happens in church and why. <i>World Faiths:</i> To give pupils an opportunity to begin exploring places of worship other than a church.
Baptism: <ul style="list-style-type: none"> Why is Baptism Special? 	To deepen children's understanding of what it means to belong, through exploring the celebration of baptism and the ways in which people of faith welcome babies. <i>World Faiths:</i> To make links to birth rites in other religions (Islam, Hinduism and Sikhism).
Harvest: <ul style="list-style-type: none"> How can we help those who do not have a good harvest? 	To raise awareness that we harvest food all around the world and that we usually have plenty, but others do not. To discuss what our response as Christians should be to the need of others. <i>World Faiths:</i> To explore the Jewish Harvest Festival, Sukkot.
The Bible: <ul style="list-style-type: none"> Why is it such a special book? 	To widen the children's understanding of the Bible, its contents, presentation and importance to Christians. <i>World Faiths:</i> To begin to develop children's understanding of holy books from faiths other than Christianity and their significance in the lives of believers.
Jesus: <ul style="list-style-type: none"> What made Jesus special? 	To enjoy exploring the Bible stories that reveal Jesus' power and divine nature. To talk about how and why Jesus was special.
Old Testament: <ul style="list-style-type: none"> What does this story teach us about God? 	To build on and increase pupil's knowledge of Old Testament stories – the People of God. To explore the Christian values in these stories. To increase knowledge of God's Big Story. To make links between their own experiences and the experiences of the characters in the story.
Ascension and Pentecost: <ul style="list-style-type: none"> What happened at the Ascension and Pentecost? 	To begin to develop the children's knowledge and understanding of these two very significant events. To give children an opportunity to begin to explore the concept of God as three in one. To emphasize the importance of these events in the life of Jesus and the Church, then and now.
Joseph: <ul style="list-style-type: none"> Why is Joseph a Bible hero? 	To explore one of the most well-known epic stories of the Old Testament. To help pupils to talk about the actions and feelings of the characters and relate them to their own experiences. To consider what we can learn from this story. To learn more about the nature and characteristics of God
New Testament: <ul style="list-style-type: none"> Which part of the story do you like best? 	To build on and increase pupil's knowledge of New Testament stories – the Gospel To explore the Christian values in these stories To make links between their own experiences and the experiences of the characters in the story.

Year 3 / 4

Unit	Knowledge
<p>David and the Psalms:</p> <ul style="list-style-type: none"> What values do you consider to be important? 	<p>To explore the story of David and his strengths and qualities. To read the Psalms and use them to discover more about the nature of God.</p>
<p>Proverbs:</p> <ul style="list-style-type: none"> Is the book of Proverbs still relevant today? 	<p>To explore a book of the Bible that is often overlooked in favour of stories. To discuss the value of wisdom and to read about the wisdom of Solomon. To unpack the meaning of several proverbs and discuss whether or not they are still relevant today.</p>
<p>Prayer:</p> <ul style="list-style-type: none"> What is Prayer? 	<p>To ensure that the children know that prayer is a way of communicating with God. To know that we/Christians believe that God listens and responds. <i>World Faiths:</i> To explore that Christians are not the only people who pray.</p>
<p>The Lord's Prayer:</p> <ul style="list-style-type: none"> What do the words of the Lord's Prayer really mean? 	<p>To explore the meaning of the words of the Lord's Prayer. To know that this is the prayer that Jesus taught his disciples to pray and it is said by Christians all over the world.</p>
<p>Change the World:</p> <ul style="list-style-type: none"> How can I make a difference? 	<p>To give pupils an opportunity to think about the world in which they live and to discuss what changes, if any, need to be made in order to make it a better place.</p>
<p>Jesus:</p> <ul style="list-style-type: none"> How did/does Jesus change lives? 	<p>To deepen children's insight into the impact Jesus had/has on people's lives.</p>
<p>The Church:</p> <ul style="list-style-type: none"> Are all churches the same? 	<p>To give children an understanding of the church in its widest sense. To ensure pupils know that Christianity is a multi-cultural worldwide faith. To enable pupils to see the similarities and differences between denominations and to develop further their understanding of symbolism. <i>World Faiths:</i> To further develop children's understanding of places of worship from faiths other than Christianity e.g. <i>Islam, Sikhism, Hinduism</i> etc.</p>
<p>Harvest:</p> <ul style="list-style-type: none"> How do people of faith say thank you to God for the harvest? 	<p>To explore further the meaning and purpose of Harvest Festival celebrations building on knowledge from KS1. <i>World Faiths:</i> To revisit the Jewish Festival of Sukkot (build on Year 1 unit).</p>
<p>Called by God:</p> <ul style="list-style-type: none"> What does it mean to be called by God? 	<p>To give children an opportunity to consider what it means to be called by God and the responses people have made to that call.</p>
<p>Peace:</p> <ul style="list-style-type: none"> What is Peace? 	<p>To help children to understand the deeper meaning of the value of peace. To enable pupils to describe, explain and illustrate the meaning of peace.</p>
<p>Jesus:</p> <ul style="list-style-type: none"> Why do Christians believe Jesus is the Son of God? 	<p>To deepen the children's understanding of Jesus, who He was, His teaching and behaviour. To use the events covered in the stories in this unit to illustrate and emphasise that Jesus is the Son of God; that He was born both God and man. <i>World Faiths:</i> To explore the Jewish holy day of Shabbat.</p>
<p>Lent:</p> <ul style="list-style-type: none"> Why is Lent a special season in the church calendar? 	<p>To explore a season in the church calendar that often goes unnoticed or is simply thought of as the time to 'give up' things. To look at how the church and Christian people mark Lent across denominations. To make links between Lent and times of fasting in other world religions.</p>
<p>Rules for Living:</p> <ul style="list-style-type: none"> Which rules should we follow? 	<p>To give pupils an opportunity to consider the value and purpose of rules. To examine Christian rules for living and the source of these rules. To encourage pupils to reflect upon their own lifestyle and the influences upon it. <i>World Faiths:</i> To consider the rules followed by other faiths and the ways in which the rules influence behaviour and decisions.</p>

Unit	Knowledge
<p>Life as a journey:</p> <ul style="list-style-type: none"> Is every person's journey the same? 	<p>To give children an opportunity to think about the idea that that life is a journey and what it means to make that journey as a Christian.</p> <p>To enable pupils to begin to understand the concept of undertaking a religious pilgrimage.</p> <p><i>World Faiths:</i></p> <p>To investigate the journeys of pilgrimage undertaken by people of other world faiths.</p>
<p>Daniel:</p> <ul style="list-style-type: none"> Did he make the right choice? 	<p>To enable the children to realise that there is more to discover about Daniel than just his escape from the lion's den!</p>
<p>The Exodus:</p> <ul style="list-style-type: none"> Why is the Exodus such a significant event in Jewish and Christian history? 	<p>To give pupils a greater understanding of the significance of the Exodus and Passover.</p> <p>To introduce pupils to the links between Christianity and Judaism.</p>
<p>The Eucharist:</p> <ul style="list-style-type: none"> Why do Christians celebrate the Eucharist? 	<p>To identify the links between the Passover meal, Last Supper and Eucharist.</p> <p>To develop pupils' understanding of the Eucharist and the symbolism connected with it.</p> <p>To develop pupils' understanding of the importance of the Eucharist and why it is celebrated.</p>
<p>St Paul:</p> <ul style="list-style-type: none"> How did the news of Jesus' resurrection spread around the world? 	<p>To provide children with an opportunity to gain greater understanding of the lives and resilience of the early Christians.</p> <p>To realise the significance of the life of St Paul and the concept of mission.</p> <p>To learn basic facts about how Christianity spread throughout Britain.</p>
<p>People of Faith:</p> <ul style="list-style-type: none"> How does having faith affect people's lives? 	<p>To explore what it means for a person to have faith and how having faith affects people's lives, values and decisions.</p> <p>To discuss that Christian people are called to build God's kingdom here on earth.</p> <p><i>World Faiths:</i></p> <p>To research facts about the life of Gandhi, considering in what ways the lifestyle of a person of another faith is similar/different to that of a Christian (Hinduism).</p>
<p>The Bible:</p> <ul style="list-style-type: none"> How and why do Christians read the Bible? 	<p>To deepen children's understanding of the importance and impact of the contents of the Bible.</p> <p><i>World Faiths:</i></p> <p>To explore the importance of sacred books in other religions.</p>
<p>Christmas:</p> <ul style="list-style-type: none"> How is Christmas celebrated around the world? 	<p>To develop children's perceptions of Christmas celebrations beyond their own personal experiences.</p> <p>To deepen pupils' understanding of the ways in which Christmas celebrations reveal Christian beliefs.</p> <p>To increase their understanding of Christianity as a world faith.</p>
<p>Jesus:</p> <ul style="list-style-type: none"> Why do Christians believe Jesus was a great teacher? 	<p>To emphasise Jesus' skills as a great teacher.</p> <p>To consider carefully the messages of the parables and how they impact on the lives of practising Christians.</p>
<p>Loss, death and Christian hope:</p> <ul style="list-style-type: none"> Is death the ending or the beginning? 	<p>To give children an opportunity to ask questions, and discuss feelings about loss, death and heaven.</p> <p>To give children an opportunity to express their ideas and perceptions of loss, death and Christian hope, giving them time to think about and respond to the key questions in a safe, loving environment.</p> <p>To develop the children's understanding of Christian hope and the promise of eternal life with God.</p>
<p>God:</p> <ul style="list-style-type: none"> What is the nature and character of God? 	<p>To further the children's understanding of the nature of God, His characteristics and His relationship with people.</p> <p><i>World Faiths:</i></p> <p>To explore the names that faiths other than Christianity give to God.</p>
<p>The Old Testament Women:</p> <ul style="list-style-type: none"> Did she make the right choice? 	<p>To widen the children's knowledge and understanding of the role and significance of women in the Bible and God's big story.</p> <p>To reflect upon the actions of these women and consider what we can learn from their stories.</p> <p><i>World Faiths:</i></p> <p>To explore the story of Esther and the Jewish festival of Purim.</p>

Christmas Week:

	Unit	Knowledge
EYFS	Christmas: <ul style="list-style-type: none"> How do Christians celebrate Jesus' birthday? 	To explore the nativity story in a variety of ways and ensure pupils know that Christmas is the celebration of Jesus' birth.
Y 1/2 – A	Christmas: <ul style="list-style-type: none"> Why was the birth of Jesus such good news? 	To look at the story of Christmas from the perspective that it was good news then and now.
Y 1/2 – B	Christmas: <ul style="list-style-type: none"> Why do we give and receive gifts? 	To deepen the children's understanding of the true meaning of Christmas through emphasising that Jesus was a gift from God. To discuss the thoughts and feelings associated with giving and receiving gifts.
Y 3/4 – A	Christmas: <ul style="list-style-type: none"> How does the presence of Jesus impact on people's lives? 	To give children the opportunity to reflect upon Christmas as a celebration of God's presence with us 2000 years ago and now. To deepen pupils' understanding of the concept of Incarnation
Y 3/4 – B	Christmas: <ul style="list-style-type: none"> Why is Jesus described as the light of the world? 	To give pupils an understanding of the Christian belief that Jesus is the, 'Light of the World'. To explore the multi-faceted metaphor of bringing light into people's lives. <i>World Faiths:</i> To explore Hanukkah (The Jewish Festival of Light)
Y 5/6 – A	Christmas: <ul style="list-style-type: none"> How do our celebrations reflect the true meaning of Christmas? 	To give children a Biblical perspective on the nativity story. To deepen children's understanding of what Christians believe to be the true meaning of Christmas. To increase pupil's knowledge and understanding of the place of the incarnation in God's Big Story
Y 5/6 – B	Advent: <ul style="list-style-type: none"> How do Christians prepare for Christmas? 	To delve deeper into the themes of the season of Advent. To introduce pupils to the Christian belief that Jesus will return (the second coming).

Easter Week:

	Unit	Knowledge
EYFS	Easter: <ul style="list-style-type: none"> Why do Christians believe that Easter is all about love? 	To explore the events of Easter through a variety of multi-sensory experiences, ensuring that pupils know it is a celebration of Jesus' death and resurrection.
Y 1/2 – A	Easter: <ul style="list-style-type: none"> What do you think is the most important part of the Easter story? 	To give children an opportunity to reflect upon the miracles of nature and new life during springtime. For pupils to hear and be able to retell the Easter Story. To make links between the transformation of plants and animals and the Easter story in order to develop an understanding of the resurrection.
Y 1/2 – B	Easter. <ul style="list-style-type: none"> How do symbols help us to understand the Easter story? 	To give children an understanding that symbols are pictures or objects with a deeper meaning and a story to tell. To extend pupils' knowledge of the details of the Easter story. To develop pupil's understanding of the importance of Easter and the concept of salvation.
Y 3/4 – A	Easter: <ul style="list-style-type: none"> A story of betrayal and trust? 	To give children the opportunity to reflect upon the importance of power and the effect of betrayal, trust and forgiveness. To deepen pupils' understanding of the concept of salvation. To focus on the significance of the incidents of betrayal and trust in the Easter story.
Y 3/4 – B	Easter: <ul style="list-style-type: none"> Is the cross a symbol of sadness or joy? 	To explore the Easter story from the angle of the feelings evoked by the different events throughout Holy Week. To discover how the services held in churches during Holy week reflect the sadness and joy. To develop further the pupils' understanding of the concept of salvation.
Y 5/6 – A	Easter: <ul style="list-style-type: none"> Why do Christians believe that Easter is a celebration of Victory? 	To explore the Easter story from the perspective of it being the story of Christ's triumph and victory over death.
Y 5/6 – B	Jesus: <ul style="list-style-type: none"> Who was Jesus? Who is Jesus? 	To allow children the opportunity to stand back and consider 'Who was Jesus?' and 'Who is Jesus?' from their own point of view and the views of others in the past and today.