

## Progression of RE

Subject content	<p>EYFS:</p> <p><b>Development matters: Understanding the world</b></p> <ul style="list-style-type: none"> <li>Understand that some places are special to members of their community.</li> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> <li>Recognise some similarities and differences between life in this country and life in other countries.</li> </ul> <p><b>ELG: People, Culture and Communities (Understanding the world) - 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.</b></p> <p><u>PT1 – knowledge and understanding of religion and worldviews</u>                      Enquiring into, investigating and understanding religions and beliefs. This includes thinking about and interpreting religious beliefs, teachings, sources, practices, ways of life and ways of expressing meaning with reference to the specific beliefs and religions studied.</p> <p><u>PT2 – responding to religion and worldviews</u>                      Questioning, exploring, reflecting upon and interpreting human experience in the light of religions and beliefs studied. This includes communicating reflections, responses and evaluations about questions of identify, belonging, diversity, meaning, purpose, truth, values and commitments, making increasingly insightful links to the specific religions studied.</p>		
Skills/knowledge	Reception	Year 1	Year 2
<b>PT1 knowledge and understanding of religion and worldviews</b>			
Religious Life and belonging	<p>To explore the different beliefs and practices of Christianity and at least one other religion.</p> <p>To explore how individuals and faith communities celebrate life events.</p> <p><i>Include Birthdays, Christmas, Diwali, Eid</i></p> <p><i>Experience what makes a church a special place for Christians, e.g. Trinity Church.</i></p>	<p>To begin to name the different beliefs and practices of Christianity and at least one other religion.</p> <p>To show how individuals and faith communities celebrate life events.</p> <p><i>Include Harvest, Ramadan, Christmas, Diwali</i></p> <p><i>Begin to know what makes a church a special place for Christians e.g. All Saints Church Hartford.</i></p>	<p>To name the different beliefs and practices of Christianity and at least one other religion and begin to look for similarities between religions.</p> <p>To begin to understand what it looks like to be a person of faith.</p> <p><i>Include comparison of the different practices of Christianity and Islam E.g. daily prayer, grace etc.</i></p> <p><i>Compare similarities and differences of special times (religious festivals) of Christianity, Islam and Hinduism. E.g. Eid ul Fitr, Diwali and Christmas.</i></p> <p><i>Know what makes a mosque a special place for Muslims e.g. Visit to Peterborough mosque,</i></p>
Special books	<p>To listen to religious and moral stories from Christianity, and one other religion and worldviews.</p> <p><i>Include Noah's Arc and Mohammed and the Crying Camel</i></p>	<p>To encounter a variety of religious and moral stories from Christianity, one other religion and worldviews.</p> <p><i>Include religious and moral stories from the bible and the Qur'an, special book or religion other than Christianity. E.g. Diwali and Christmas.</i></p> <p><i>Begin to compare similarities and differences between stories of different faiths, e.g. Christian and Muslim creation stories.</i></p>	<p>To retell some of the religious and moral stories from the bible and at least one other religious text or special books.</p> <p><i>Include the bible and the Qur'an, e.g. Easter, Moses/David and Goliath/Jonah (old testament) and the Prophet and the Ants.</i></p> <p><i>Know why the bible is important to Christians and the Qur'an is important to Muslims.</i></p>

			Compare similarities and differences between stories of different faiths (as above).
Religious people	To explore the different beliefs and practices of Christianity and at least one other religion.  To explore how individuals and faith communities celebrate life events.  <i>Include weddings and the birth of babies.</i>	To begin to name the different beliefs and practices of Christianity and at least one other religion.  To show how individuals and faith communities celebrate life events.  <i>Include Mary Jones, Christians in sport.</i>  <i>Begin to know who Jesus was and why he is important to Christians and explore miracles in religious stories about Jesus.</i>	To name the different beliefs and practices of Christianity and at least one other religion and begin to look for similarities between religions.  To begin to understand what it looks like to be a person of faith.  <i>Include being a Muslim, Mary Jones, Christians in sport etc.</i>  <i>Know who Jesus was and why he is important to Christians and know who the Prophet Mohammed was and why he is important to Muslims.</i>
Religious literacy – to be able to talk with fluency and understanding about religion and belief.	To begin to be familiar with some key words and vocabulary related to Christianity and may be at least one other religion and worldviews.	To be familiar with key words and vocabulary related to Christianity and may be at least one other religion and worldviews.	To begin to use key words and vocabulary related to Christianity and at least one other religion.
<b>PT2 responding to religion and worldviews</b>			
Morals and meanings	To begin to talk about different beliefs and practices.	To begin to talk about different beliefs and practices using the correct vocabulary.	To talk about and find meanings behind different beliefs and practices.
Religious stories	To listen to some religious and moral stories and discuss their meanings.	To begin to suggest meanings behind religious and moral stories.	To suggest meanings of some religious and moral stories.
Religious questions	To begin to ask <b>or</b> respond to questions about how individuals and faith communities live.	To ask <b>or</b> respond to questions about how individuals and faith communities live.	To ask <b>and</b> respond to questions about how individuals and faith communities live and why.
Expressing own ideas	To begin to express own ideas about belief and practices creatively.	To express own ideas about belief and practices creatively.	To use a range of different media to express creatively ideas, thoughts, and opinions. Begin to explain ideas and justify opinions.

### How will we implement RE in our school?

- Planned discrete teaching of RE each half term is delivered through whole school **RE theme days (1.5 days per ½ term inc phonics/reading/maths gym for KS1, 1 day for Year R).**
- Reception units are planned using 'The Agreed Syllabus for Religious Education in Cambridgeshire' old exemplification document and Development Matters.
- KS1 units are planned using the **2023-2028 Agreed Syllabus for Cambridgeshire.**
- All units include **pertinent questions** to support enquiry and build upon previous units taught.
- A minimum of **36 hours of RE** is taught across the school year for KS1 and **30 hours** minimum for Reception.
- **Christianity** is predominantly taught in RE theme days alongside additional **faiths** pertinent to our children to provide an understanding and respect of other faiths and worldviews. E.g. Islam.
- Cross curricular links with RE through **enquiry** made where relevant.
- **Evidence** of RE can be seen in individual pupil RE/PSHE books in KS1, on Tapestry, our whole school RE display and on RE medium term planning.
- **Visits** to local places of worship provide links with local community. E.g. all year groups visit a Christian place of worship, Year 2 visit to mosque.
- Each term we welcome **visitors** from local places of Worship to share religious festivals pertinent to our local community. E.g. Easter, Advent, Christmas, Mothering Sunday.
- **Whole school collective worship assemblies** linked to religious/seasonal festivals and celebrations, e.g. Advent, Diwali, Harvest, Mothering Sunday, Easter etc