

RE PROGRESSION

TERM		EYFS	YEAR ONE	YEAR TWO
AUTUMN	Topic:	<u>Exploring Beliefs</u>		
	Knowledge	Our Family – members of the family, compare different families Our likes/dislikes Caring for others – who do you love? Christmas – An introduction to the nativity	Exploring practises in Christian/Hindu/Muslim families – what is the significance of these acts for particular people? Christmas – how is it celebrated and why? Diwali – who celebrates, why? How?	Harvest – beliefs around the world/different religions including Christianity/Islam/Sikhism Christmas – Advent Sikhism - Introduction Compare the way in which festivals are celebrated in different religions – Eid, Christmas, Guru Nanak’s birthday, Diwali, Prophet Muhammad’s (pbuh) birthday
	Skills	Can talk about OWN beliefs. Begin to compare differences/similarities in families.	Talk about DIFFERENT beliefs and practises Learn and use vocabulary related to Christianity, Hinduism and Islam	COMPARING different religious beliefs (Talk about and find meanings behind different beliefs and practices) Using vocabulary related to religions – Christianity/Islam/Sikhism
SPRING 1	Topic:	<u>Special Times</u>		
	Knowledge	Birthdays/ Wedding we have been to Chinese New Year Weekend experiences – what do you do on the weekend? Exploring people’s homes, family, food, lifestyles, festivals etc.	Introduction to Islam Weddings in Islam/Hinduism/Christianity Raksha Bandhan in Hinduism What might you do during special times? How might people behave/dress etc.?	Special times for Christians/Muslims/Sikhs – welcoming a new baby, baptism, going for Hajj (Islam), when Turban is first tied to child (Dastar Bandhi - Sikhism)
	Skills	Talk about special times in OUR lives.	SHOW how different people celebrate aspects of religion e.g. through dressing up/dance Begin to use key vocabulary related to Islam/Hinduism	UNDERSTAND what it looks like to be a person of faith (through talk, drawing and labelling etc.)
SPRING 2	Topic:	<u>Special Places</u>		

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	Knowledge	<p>Our homes: where do we live? How are they similar/different?</p> <p>Where do we like to go with our families? E.g. the park, shops</p> <p>Easter</p> <p>Pancake Day</p>	<p>The Church - become familiar with the main features of the building</p> <p>Hindu temples - Understand that shrines can be set up at significant places (e.g. in a shop, or under a tree regarded as sacred) and that Hindus also visit mandirs (temples) for puja.</p> <p>Mosque - become familiar with the main features of the building: Dome, Minaret, prayer room, washing area for prayers</p> <p>What makes places them special?</p> <p>Easter</p>	<p>Gurdwara - How going to the Gurdwara brings people together, what might you see there?</p> <p>Other places of worship:</p> <p>Church - find out what happens there and why (worship, baptisms, weddings) and what children do (choir, Sunday school, holiday clubs etc.)</p> <p>Mosque - Find out what happens in the mosque (prayers, lectures, weddings, funerals, reading the Qur'an) and what children do.</p> <p>Easter</p>
	Skills	Talk about special places in OUR lives.	RESPOND to questions about what individuals and faith communities.	ASKING/RESPONDING to questions about what individuals and faith communities.
SUMMER	Topic:	<i>Exploring Stories</i>		
	Knowledge	<p>Noah's Ark – Why are animals important?</p> <p>Bird Babies – New Life (link to babies)</p> <p>Ramadan/Eid</p>	<p>Special Books in Christianity/Islam/Hinduism</p> <p>How do they help Christians/ Muslims/ Hindus?</p> <p>What do they teach?</p> <p>Bible Stories: e.g. Creation, Moses, David and Goliath, Daniel in the Lion's den, Jonah, The Lost Sheep, The Fox's Tale</p> <p>Ramadan/Eid</p>	<p>Stories about important religious figures:</p> <p>Christianity: Jesus e.g. baptism of Jesus, children brought to Jesus, calling the disciples, feeding 5000, Zacchaeus</p> <p>Islam: Prophet Muhammad (pbuh)e.g. The Qur'an is revealed, The Night Journey</p> <p>Retell/Ordering stories</p> <p>Ramadan/Eid</p>
	Skills	LISTEN/RESPOND to simple stories with a moral message.	Listen/Respond to religious stories. ORDER stories.	Suggest MEANINGS of religious/moral stories.
<u>Creative Skills throughout the year</u>		Explore different beliefs and cultures through sensory/ art/ role-play/ construction activities	Express ideas creatively in at least ONE way.	Express ideas creatively using a range of different mediums.