

RE Curriculum and Skills Progression Overview

Term	Nursery	Reception
Autumn	<p>Symbols and actions Beliefs and practices Sources of wisdom</p> <p><u>Understanding Christianity unit F2 – Incarnation</u></p> <p>Why do Christians perform nativity plays at Christmas? (UC core learning) Why do Christians give presents at Christmas?</p> <ul style="list-style-type: none"> To know that Christians believe that Christmas is Jesus' birthday. What's the story behind Jesus' birthday? To know that Christians give presents to celebrate Christmas. What presents would you give to a baby? What did the Characters in the story give?? <p>Sources of wisdom</p> <ul style="list-style-type: none"> Hear religious stories e.g. the Christmas story, Puddles and the Christmas Play by Gill Vaisey <p>Symbols and actions</p> <ul style="list-style-type: none"> Explore some religious artefacts showing respect for beliefs e.g. an advent candle or/and wreath. <i>Why light a candle?</i> <p><u>Harvest</u></p> <p>Celebrate joyous occasions</p> <ul style="list-style-type: none"> How and why do we prepare for and celebrate a joyous occasion? How and why do Christians celebrate Harvest? <i>How do we know it is Harvest time?</i> <p>Talk about, prepare and participate in tasting foods for celebrations</p> <p>Religions studied: Christianity</p>	<p>Symbols and actions Beliefs and practices Sources of wisdom</p> <p><u>Understanding Christianity unit F2 – Incarnation</u></p> <p>Why do Christians perform nativity plays at Christmas? (UC digging deeper) Why do Christians give presents at Christmas?</p> <ul style="list-style-type: none"> Children believe that God came to earth in human form as Jesus. Christians believe that Jesus came to show that all people are special and precious to God How do Christians celebrate Jesus' birthday? What do Christians do at church to celebrate Christmas? What special things do Christians do at Christmas to share God's love? The Christmas story – Jesus' birthday story The Nativity play <i>What is the best gift we can give?</i> <p><u>Festivals, people and communities</u></p> <p>Beliefs and practices</p> <ul style="list-style-type: none"> How and why do we prepare for and celebrate a joyous occasion? What are the similarities and differences between people's joyous times? Read the story of Diwali and Rama and Sita. Talk about each step of the story and the fact that Hindus celebrate Diwali. Does anyone in class celebrate Diwali? What do you do? Discuss how Hindus celebrate Diwali. Explain that it's called a celebration of light. <p>Consider Diwali workshop</p> <p><u>Exploring place, dress, food and music</u></p> <p>Symbols and actions</p> <ul style="list-style-type: none"> Which place is important to you? Why? Replicate places of worship in the classroom using religious artefacts or make their own religious artefacts. E.g. a Hindu Shrine. <p>Religions studied: Christianity and Hinduism</p>

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<p>Spring</p>	<p>Beliefs and practices Sources of wisdom Symbols and actions Prayer, worship and reflection Identity and belonging</p> <p><u>Understanding Christianity unit F3 – Salvation</u></p> <p>Why do Christians put a cross on an Easter Garden? (UC core learning)</p> <ul style="list-style-type: none"> 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. Easter story Symbols of Easter – wooden crosses, eggs to represent new life. Explore religious artefacts linked to Easter <p><u>Exploring places of prayer, worship and reflection</u></p> <p>Prayer, worship and reflection</p> <ul style="list-style-type: none"> Explore religious artefacts using their senses (candles, flowers, water, foods and books) in sacred spaces. Where do you go to be silent/still/pray/reflect? Create a reflective area inside and/or outside where children can participate in periods of stillness and reflection. Listen to music, voices and instruments and listen in silence to their own thoughts. <p><u>Celebrating belonging to a family and community</u></p> <p>Identity and belonging</p> <p>Develop curiosity and begin to ask questions about their own and other people's home and community life.</p> <ul style="list-style-type: none"> <i>What makes every single person unique and precious?</i> How do people celebrate belonging including those from religious groups? E.g. a Hindu naming ceremony. How do Hindu brothers and sisters show protection for one another at Raksha Bandhan? <p>Religions studied: Christianity and Hinduism</p>	<p>Beliefs and practices Sources of wisdom Identity and belonging Symbols and actions</p> <p><u>Understanding Christianity unit F3 – Salvation</u></p> <p>Why do Christians put a cross on an Easter Garden? (UC digging deeper)</p> <ul style="list-style-type: none"> 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. What surprised Jesus' friends in the Easter story? Symbols associated with Easter? Make crosses for an Easter garden (possible visit convent to see Easter garden) Eat hot cross buns and look at the symbolism of the cross. Why give/receive eggs? What do Christians do to celebrate Easter? Identify our own feelings of happy and sad. Read the Easter story, link back to feelings of happy and sad. Act out crucifixion as a class and hot seat Jesus. Individual story maps of Easter story. Act out psalm Sunday. Read the story of the good Samaritan <i>Teach that Jesus taught 2 commandments Love your god and love your neighbour as you</i> <p><u>Exploring wedding ceremonies</u></p> <p>Identity and belonging</p> <p>Explore what happens at a wedding and what is important about the ceremony.</p> <ul style="list-style-type: none"> Why do some people get married in a church? Recall and re-enact a traditional Christian wedding <i>What promises do people make to each other?</i> Explore similarities between weddings in a variety of cultures and religious traditions Read – A Wedding Day Wish for Puddles by Gill Vaisey. <p><u>Creation, awe and wonder of the Natural World</u></p> <p>Sources of wisdom</p> <ul style="list-style-type: none"> What is happening the natural world this term? Express through art, music, poetry and dance Which natural things appear dead but are actually alive? What happens at Easter time to make new life again? How did God make the world and us? <p>Religions studied: Christianity and one other associated with children in the cohort/community at the time (wedding traditions)</p>
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<p>Summer</p>	<p>Human responsibility and value Justice and fairness Ultimate questions</p> <p><u>Understanding Christianity unit F1– Creation</u> Why is the word God so important to Christians? (UC core learning)</p> <ul style="list-style-type: none"> Children can talk about what is happening in the natural world. Children understand that God is important to Christians. Children to suggest wonderful things in our world. Who is a VIP to you? Who is a VIP for Christians? Who do Christians believe made the world? What is wonderful in our world? What is living in our garden? What makes our world so wonderful? Share works of art and listen to religious stories, poetry and music which express awe and wonder at the natural world <p>Share a range of stories from different faiths about the beginning of the world.</p> <p><u>How do we show care and concern for each other?</u> Human responsibility and value</p> <ul style="list-style-type: none"> Who cares for us and who do we care for? <i>What are the kind and unkind ways of treating each other?</i> How do religious people in our community care for others through their work? Listen to stories about religious characters including leaders helping each other e.g. Puddle lends a Paw by Gill Vaisey <p><u>How can we help others when they need it?</u> Justice and fairness</p> <p>Share stories to encourage the children to think about what type of person the Prophet Muhammad was through his actions towards the care of animals. E.g. Muslim stories of The Crying Camel, The Tiny Ants and The Seven New Kittens.</p> <p>Religions studied: Christianity and Islam</p>	<p>Ultimate questions Human responsibility and values, Prayer, worship and reflection Justice and fairness <u>Understanding Christianity unit F1– Creation</u> Why is the word God so important to Christians? (UC digging deeper)</p> <ul style="list-style-type: none"> How did God make the world? <i>What makes the world so wonderful?</i> <i>Who is God?</i> <i>Where is God?</i> <i>If you could ask God one question, what would it be?</i> Suggest why the word God is important. To retell a story about creation Explain some ways that we can look after God's wonderful world. <i>What are the good and bad ways of treating the world?</i> Why is God important? Is he a VIP? What does the story tell Christians about God? How was the world made? How can we look after our world? How do humans damage our world? What are the good and bad ways of treating the world? <p><u>Treating the World fairly – taking responsibility</u> Justice and fairness, Human responsibility and values</p> <ul style="list-style-type: none"> <i>What is not fair and why?</i> <i>How do we know what is right/wrong/fair?</i> Explore religious stories about right, wrong fair – focus on Hindu Panchatantra stories about animals Listen to stories about religious leaders helping each other e.g. Hanuman helping Rama to find Sita (Hinduism) and Puddles Lends a Paw (Christian) <p><u>Sacred spaces, simple prayers and time to reflect</u> Prayer, worship and reflection</p> <ul style="list-style-type: none"> <i>Why is it important to experiences times of quiet? Why do some people pray?</i> Children to experiences time of silence and quiet reflection Create a reflective area inside and/or outside the classroom where they can experience reflection and stillness. Use and think about the words in simple prayers Share a short Hindu prayer and explore its meaning and importance. <i>Why are some local buildings holy and others are not? What do religious leaders do?</i> <p>Religions studied: Christianity and Hinduism</p>
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Daily worship also covers some of the key areas – **sources of wisdom** (weekly bible stories), **Prayer, reflection and worship**, **Human responsibility and values** and **Justice and fairness**.

Key

Beliefs and practices

Sources of wisdom

Symbols and actions

Prayer, worship and reflection

Identity and belonging

Ultimate questions

Human responsibility and value

Justice and fairness

Links to visits to places of worship or visitors from places of worship

Deeper thinking questions

Digging deeper questions to be considered when looking at any **Sources of wisdom**

I wonder what happened before the story started?

I wonder what happened after the story ended?

I wonder what the story is really about?

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Term	Year 1	Year 2
Autumn 1	<p><u>Understanding Christianity unit 1.2 – Creation</u></p> <p>Ultimate questions Beliefs and practices Sources of wisdom</p> <p>Who made the world? (UC core learning)</p> <p>Story of Genesis – What does the story tell us about what God is like?</p> <p>Our amazing world linked to nature</p> <p>God as a creator</p> <p><i>How was the world made?</i></p> <p><i>If we are made in the image of God, why are we all so different?</i></p> <p><i>Does everyone share the same belief about how the world began? Why?</i></p> <p>Being thankful</p> <p>Being thankful and harvest traditions. Pupils find out how people with different religious and world views celebrate the fruitfulness of the earth (e.g. Harvest traditions). How do some religious communities express their thankfulness for our world? What is Sukkot and how is it celebrated? Design and build a Sukkah, explaining the symbolism of its features.</p> <p>Religions studied: Christianity and Judaism</p>	<p><u>Signs and Symbols</u></p> <p>Symbols and actions Prayer, worship and reflection</p> <p>Expressing religious meaning</p> <p>Pupils use photos or religious artefacts identifying the group to which these belong Why is a light/water/a tree such an important religious symbol?</p> <p>Explore symbols of two different religious traditions, looking for similarities such as light, water, trees What is important about the design of some places of worship? Look at places of worship to identify and find out about the meanings of symbols for God. <i>In what ways do different religious people share actions when praying? Why do some people pray to God/Allah for help?</i></p> <p>Muslim prayer and action</p> <p>Why do some people pray to Allah for help? How and why do some Muslims wash and pray in a daily pattern? What makes a place holy? <i>Why does a prayer mat become holy when a Muslim prays on it? Why do some people light incense when they pray?</i></p> <p>Consider visit from Imam</p> <p>Religions studied: Christianity and Islam</p>
Autumn 2	<p><u>Understanding Christianity unit 1.3 – Incarnation</u></p> <p>Beliefs and practices Symbols and actions Sources of wisdom</p> <p>Why does Christmas matter to Christians? (UC core learning)</p> <ul style="list-style-type: none"> Explore the Christmas story signs of the Christmas story advent and symbols of advent celebrating Christmas and the birth of Jesus Christmas traditions Being thankful <p>Festivals of light</p> <p>Explore symbols of two different religious traditions, looking for similarities such as light (Hannukah and Christmas). Pupils compare their own feelings when in light or in darkness, using a lit candle as a focus.</p> <p>Religions studied: Christianity and Judaism</p>	<p><u>Understanding Christianity unit 1.3 – Incarnation</u></p> <p>Beliefs and practices Sources of wisdom Justice and fairness</p> <p>Why does Christmas matter to Christians? (UC digging deeper)</p> <ul style="list-style-type: none"> Recap main events of Christmas story – who knows in the story that Jesus is God? meaning of 'incarnation' – God in human form importance of Jesus kingship gifts and their significance Christmas as a time of giving What events are Christians remembering and believing when they celebrate Christmas? <p>Giving to charity – explore a charity that focuses on justice and fairness e.g. Save the Children</p> <p>Religions studied: Christianity</p>

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<p>Spring 1</p>	<p><u>Identity and belonging</u></p> <p>Identity and belonging Justice and fairness Beliefs and practices Symbols and actions Prayer, worship and reflection</p> <p>Belonging to a family and community What things are important to your family and to you? Belonging to a religious community</p> <p>Faith visitor (Rabbi) to school visit to explore belonging to a Jewish community and their beliefs and practises prayer and worship</p> <p>Rabbi visit</p> <p>Naming/welcoming ceremonies including signs and symbols related to these ceremonies e.g. the cross</p> <p>How does belonging to a group affect how we behave? How does what we believe affect how we behave?</p> <p>What does it mean to be a follower? Why is God important to some people?</p> <p>Religions studied: Christianity and Judaism</p>	<p><u>Sacred spaces</u></p> <p>Beliefs and practices Prayer, worship and reflection Identity and belonging Symbols and actions</p> <p>Visit to a church to explore prayer, worship and reflection with pupils. Look for signs and symbols.</p> <p>Visit to local church</p> <p>Why do some people thank and praise God? What makes a place holy?</p> <p>The Lord's Prayer Why do Christians all over the world pray 'The Lord's Prayer'? Explore the Lord's Prayer through images.</p> <p>Shabbat Why does Shabbat have a special place in Jewish families?</p> <p>Religions studied: Christianity and Judaism</p>
<p>Spring 2</p>	<p><u>Understanding Christianity unit 1.5 – Salvation</u></p> <p>Beliefs and practices Sources of wisdom Symbols and actions</p> <p>Why does Christmas matter to Christians? (UC core learning)</p> <ul style="list-style-type: none"> Easter story Signs and symbols of Easter – linked to spring and new life Exploring the Easter story – which are the happy/sad parts? Why? Simple actions to represent important events in Holy Week Heaven and life after death <p>Religions studied: Christianity and Judaism</p>	<p><u>Understanding Christianity unit 1.5 – Salvation</u></p> <p>Beliefs and practices Sources of wisdom</p> <p>Why does Christmas matter to Christians? (UC digging deeper)</p> <ul style="list-style-type: none"> Recap main events of the Easter story – explore the events of Holy Week in more detail – Palm Sunday, The Last Supper, Good Friday, Easter Sunday. Place these events in order to create a timeline of Holy Week explore the meaning of sin and salvation What events are Christians remembering and believing when they celebrate Easter? What is the good news that Jesus brings? <p>Religions studied: Christianity</p>

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Summer 1	<p><u>Discovering Sacred Texts</u></p> <p>Sources of wisdom Human responsibility and value</p> <p>Sacred texts: who reads them, when and why? Why is the Bible holy and sacred for Christians? Why are the Torah and/or Qur'an holy and sacred for Jews and/or Muslims? How do Jews and Muslims look after and read their holy and sacred book?</p> <p><i>Why are some books called holy or sacred?</i></p> <p>Faith stories: What do faith stories tell us about the way people should look after each other and the world?</p> <p>Religions studied: Christianity, Judaism and Islam</p>	<p><u>Understanding Christianity unit 1.2 – Creation</u></p> <p>Ultimate questions Human responsibility and values</p> <p>Who made the world? (UC digging deeper)</p> <ul style="list-style-type: none"> Recall the creation story. Who can remember what happened on which days? Who can remember what this tells us about Christian (and Jewish) beliefs about God Who do Christians believe made the world? God. Why did God tell people to rest one day a week? What kind of things can Christians and others do to look after the world? If God is the Creator, what rules might he give for how to look after the world? <p>Ultimate questions</p> <ul style="list-style-type: none"> Is death the end? What might people believe happens to a person when they die? What might heaven be like? Who is God? If you met Jesus how would you describe him? If Jesus visited us where might he visit and why? Why am I here? <p>Religions studied: Christianity and Judaism</p>
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<p>Summer 2</p>	<p><u>Similarities and differences between religions</u></p> <p>Prayer, worship and reflection Beliefs and practices Human responsibility and value</p> <p>Explore the similarities and differences between the three main religions studied including:</p> <ul style="list-style-type: none"> sacred books places of worship prayer, worship and reflection – use artefacts to explore prayer and worship. Pupils explore examples of religious artefacts, asking questions, finding out their meaning and use in the context of prayer and worship. In what way do different religious people share actions when praying? <p>Visit to place of worship – Synagogue</p> <p>Visit to local Synagogue</p> <p>Jewish festival of Passover – how and why do people celebrate special and holy times?</p> <p>Taking responsibility</p> <p>Create a recipe for living together happily. What is Zakat? Why is this important to so many Muslim people? <i>Whose world is it? Whose community is it? Should everyone in the world take responsibility for looking after it?</i></p> <p>Religions studied: Christianity, Judaism and Islam</p>	<p><u>Community</u></p> <p>Human responsibility and value Justice and fairness Ultimate questions Beliefs and practices</p> <p>Showing care and concern</p> <p>How have people of faith influenced the world by their actions? How can faith stories guide people in their choices of what is right or wrong? Why do we need rules anyway? Pupils explore what rules an individual or organisation might need and why. <i>Is it only religions that help us to learn about what is right and wrong? How do we know how and when to be good? What does it mean to 'stand up for good'?</i> What is good? what is bad?</p> <p>Whose community?</p> <p>What makes human beings so unique? <i>How we can live together when we are all so different?</i> Pupils share ideas on how we know that people come from different religions. Pupils explore the relationship between humans, their environment and other living things How do the religious groups in your local community look after people and the world? What is carried out locally for the benefit of the whole community? <i>Should everyone in the world take responsibility for looking after others and our world and why does it matter? What would you give up for someone else?</i></p> <p>How is the victory of good over evil expressed in a range of religions and worldviews? Purim and Bilal.</p> <p>Religions studied: Christianity, Judaism and Islam</p>
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