

RE Curriculum and Skills Progression Overview

Term	Nursery	Reception
Autumn	Which people are special and why?	How and why do we celebrate special times?
	<ol style="list-style-type: none"> 1. Who is special to me? 2. (a) Who is special in Christianity? (b) Who is special in Hindu Dharma? 3. What makes my family special to me? <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. Christian and Hindu naming ceremonies <p>Religions and worldviews studied: Christianity and Hinduism</p>	<ol style="list-style-type: none"> 1. What special times have I celebrated? 2. (a) What special time is connected with celebrations in Christianity? (b) What special story is connected with a celebration in Hindu Dharma? (d) How and why do we prepare for and celebrate joyous occasions? (e) What foods do people eat for celebrations? (f) What are the similarities and differences between people's joyous times? 3. Why are special times and events important to people? <ul style="list-style-type: none"> • 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 style="color: #FFD700;">Consider Diwali workshop</p> <p>Religions and worldviews studied: Christianity and Hinduism</p>
	<p>Simple encounter with:</p> <p>A Hindu festival for brothers and sisters: Raksha Bandhan?</p> <ul style="list-style-type: none"> • How do Hindu brothers and sisters show protection for one another at Raksha Bandhan? 	<p>Key vocabulary for this unit of work:</p> <p>Hindu Diwali Christian Celebration Christmas</p>
<p>Key vocabulary for this unit of work:</p> <p>special people Hindu Christian God Jesus</p>		

RE Curriculum and Skills Progression Overview

<p>Autumn</p>	<p><u>Understanding Christianity unit F2 – Incarnation</u></p> <p style="text-align: center;">Why do Christians perform nativity plays at Christmas?</p> <ol style="list-style-type: none"> 1. What do I do at Christmas time? 2. (a) What is the story behind Jesus' birthday? (b) What presents would you give to a baby? (c) What did the characters in the Christmas story give? (d) Why do Christians give presents at Christmas? 3. How do people celebrate Christmas? <p>(UC core learning) To know that Christians believe that Christmas is Jesus' birthday.</p> <ul style="list-style-type: none"> • To know that Christians give presents to celebrate Christmas. <p>Religious stories to support:</p> <ul style="list-style-type: none"> • The Christmas story • Puddles and the Christmas play <p>Religions and worldviews studied: Christianity</p>	<p><u>Understanding Christianity unit F2 – Incarnation</u></p> <p style="text-align: center;">Why do Christians perform nativity plays at Christmas?</p> <ol style="list-style-type: none"> 1. How do I celebrate Christmas? 2. (a) Why did Jesus come to earth? (b) How do Christians celebrate Jesus' birthday? (c) What do Christians do at church to celebrate Christmas? (d) What special things to Christians do at Christmas time to share God's love? 3. Why is Christmas a special time for some people? <p>(UC digging deeper) To know that god came to earth in human form as Jesus and that Christians believe that Jesus came to show that all people are special and precious to God.</p> <ul style="list-style-type: none"> • The Christmas story – Jesus' birthday story • The Nativity play • <i>What is the best gift we can give?</i> <p>Religions and worldviews studied: Christianity</p>
	<p>Key vocabulary for this unit of work:</p> <p>Christmas birthday Jesus birth presents baby nativity</p>	<p>Key vocabulary for this unit of work:</p> <p>Christmas precious nativity prayer Jesus God</p>

RE Curriculum and Skills Progression Overview

Spring	<p style="text-align: center;">Which stories are special and why?</p> <ol style="list-style-type: none"> 1. Which stories are special to me and my family? 2. (a) Which stories are important to followers of Christianity? (b) Which stories are important to followers of Islam? (c) What can we learn from stories? <p>Why are stories important to people?</p> <ul style="list-style-type: none"> • Listen to stories about religious characters including leaders helping each other e.g. Puddle lends a Paw by Gill Vaisey • Share stories which encourage the children to think about what type of person the Prophet Muhammad was through his actions towards the care of animals e.g. Crying Camel, The Tiny Ants and The Seven New Kittens <p>Religions and worldviews studied: Christianity and Islam</p>	<p style="text-align: center;">Which places are special and why?</p> <ol style="list-style-type: none"> 1. What place is special to me in my local area? 2. (a) What place is special to the followers of Christianity? (b) What place is special to follows of Hindu Dharma? (c) Where do you go to be silent/still/pray/reflect (d) Why is it important to experience times of quiet? (e) Why do some people pray in sacred spaces? 3. Why are places special? <ul style="list-style-type: none"> • Replicate places of worship in the classroom using religious artefacts or make own religious artefacts e.g. Hindu Shrine • Children to have opportunities to participate in periods of stillness and reflection • Listen to music, voices and instruments and listen in silence to their own thoughts • Use and think about the words in simple prayers • Share a short Hindu prayer and explore its meaning and importance • Why are some local buildings holy and others are not? • What to the religious leaders do in these sacred places? <p>Religions and worldviews studied: Christianity and Hinduism</p>
	<p>Key vocabulary for this unit of work:</p> <p>special Bible Qur'an holy message</p>	<p>Key vocabulary for this unit of work:</p> <p>special Church Mandir prayer reflection</p>

RE Curriculum and Skills Progression Overview

<p>Summer</p>	<p><u>Understanding Christianity unit F1– Creation</u></p> <p>Why is the word God so important to Christians?</p> <ol style="list-style-type: none"> 1. What places in nature have I visited? 2. (a) Why Is God important to Christians? (c) Who do Christians believe made the world? (d) What is wonderful about our world? 3. Why is our world important to everyone? <p>(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>Religions and worldviews studied: Christianity and Judaism</p>	<p><u>Understanding Christianity unit F1– Creation</u></p> <p>Why is the word God so important to Christians?</p> <ol style="list-style-type: none"> 1. <i>What makes our world so wonderful?</i> 2. (a) How did God make the world? (b) What does the creation story tell Christians about God? (c) <i>Who is God</i> and is he a VIP? (d) How can we look after God's wonderful world? 3. Why is it important to look after our world for everyone? <p>(UC digging deeper)</p> <ul style="list-style-type: none"> • <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? • 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>Religions and worldviews studied: Christianity and Islam</p>
	<p>Simple encounter with:</p> <p>Tu B'Shevat – the Jewish holiday for planting trees.</p>	<p>Simple encounter with:</p> <p>Whispering Allah into Baby's ear: Muslim birth custom.</p>
	<p>Key vocabulary for this unit of work:</p> <p>Christian Jewish God Tu B'Shevat Creation world create</p>	<p>Key vocabulary for this unit of work:</p> <p>Creation precious Christian Bible natural</p>



RE Curriculum and Skills Progression Overview

Summer	<p style="text-align: center;">Why do some people have special objects?</p> <ol style="list-style-type: none"> 1. What object is special to me and my family? 2. (a) What objects are special to followers of Christianity? (b) What objects are special to followers of Judaism? 3. Why are objects important to people? <ul style="list-style-type: none"> • Explore religious artefacts using their five senses • Replicate places of worship using these artefacts or make their own artefacts <p>Religions and worldviews studied: Christianity and Judaism</p>	<p style="text-align: center;">How should we treat others?</p> <ol style="list-style-type: none"> 1. Who cares for us? 2. (a) How do I like to be treated by others? What makes a good friend? (b) What are the kind ways and unkind ways of treating each other? (c) <i>What is fair/not fair? How do we know what is right/wrong/fair?</i> (d) what do religious teach us about fairness? (d) How do religious leaders care for others through their work? 3. Why is it important to treat others kindly and fairly? <p>Listen to religious stories about people treating each other fairly and helping one another e.g. Hanuman helping Rama, Panchatantra Hindus helping animals and The Prodigal Son.</p> <p>Religions and worldviews studied: Christianity and Hinduism</p>											
	<p>Key vocabulary for this unit of work:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Christianity</td> <td style="width: 50%;">Judaism</td> </tr> <tr> <td>Artefact</td> <td>special</td> </tr> <tr> <td>important</td> <td></td> </tr> </table>	Christianity	Judaism	Artefact	special	important		<p>Simple encounter with:</p> <p>The Buddhist story of the Monkey King</p> <p>Key vocabulary for this unit of work:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">fairness</td> <td style="width: 33%;">kindness</td> <td style="width: 33%;">leader</td> </tr> <tr> <td>Christian</td> <td>Hindu</td> <td></td> </tr> </table>	fairness	kindness	leader	Christian	Hindu
Christianity	Judaism												
Artefact	special												
important													
fairness	kindness	leader											
Christian	Hindu												

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?

RE Curriculum and Skills Progression Overview

