



St Chad's CofE Nursery and Infant School – Religious Education Progression Map



Aims

The new Derbyshire and Derby City Syllabus for RE aims:

- To ensure that every pupil's statutory entitlement to RE is met, irrespective of their faith or belief, and within this to encourage pupils to explore questions of spirituality, identity, ethics, discrimination and prejudice.
- To enable pupils to develop religious literacy and conceptual understanding of what it means to be a person of faith or no faith.
- To encourage pupils to articulate their own ideas and experience of religion, belief and spirituality.
- To encourage all pupils and teachers to experience RE as an exciting subject that feeds into an understanding of what it means to live in Derbyshire and Derby City and our wider world communities and to promote harmony and good community relations.
- To encourage teachers to produce RE lessons that are challenging, inspiring and engaging to everyone.
- To assist pupils to engage critically with ideas and understanding of religion and belief systems, given the nature of our society, its speed of change and growing social media influences. RE studies how religions and world views shape and are shaped by the societies in which pupils live, promoting deepening understanding of those belief systems.
- To promote interactive, creative and experiential learning that promotes social and ethnic accord alongside the endorsement of fundamental British Values, so that schools will be supported in visiting places of worship, community meeting places and communicating with different social groups across the local community.

Statutory Content (Early Years Framework / National Curriculum)	Nursery	Reception	Key Stage 1
	<p>Statutory ELG: People, Culture and Communities Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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. 	<p>Knowing about and understanding religions and worldviews</p> <ul style="list-style-type: none"> • Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them • Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come • Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities <p>Expressing and communicating ideas related to religious and worldviews</p> <ul style="list-style-type: none"> • Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make • Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves • Notice and respond sensitively to some similarities between different religions and world views <p>Gaining and deploying the skills for studying religions and worldviews</p> <ul style="list-style-type: none"> • Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry • Find out about and respond with ideas to examples of co-operation between people who are different • Find out about questions of right and wrong and begin to express their ideas and opinions in response 	

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Progression Criteria	Nursery Theologist	Reception Theologist	Theologist YR1	Theologist YR2
	<p>Which people are special and why?</p> <ul style="list-style-type: none"> Name special people at home and at school. Understand and share love, friendship, respect and kindness to others. Talk about similarities and differences. Role-play special times. 	<p>Which people are special and why? (F2)</p> <ul style="list-style-type: none"> Talk about people who are special to them. Say what makes their family and friends special to them. Identify some of the qualities of a good friend. Reflect on the question 'Am I a good friend?' Recall and talk about stories of Jesus as a friend to others. Recall stories about special people in other religions and talk about what we can learn from them. 	<p>How should we care for others and the world, and why does it matter? (1.8)</p> <ul style="list-style-type: none"> Re-tell Bible stories and stories from another faith about caring for others and the world. Identify ways that some people make a response to God by caring for others and the world. Talk about issues of good and bad, right and wrong arising from the stories. Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more. 	
	<p>Who is special to you and why? Why are some people special? What story shows Jesus being a friend and caring for others?</p>	<p>Should we care for everyone? What do Christians believe about caring for people? What do some religions say about caring for other people? How have some people shown they cared? How is the golden rule an encouragement to care?</p>		

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	<p>Christmas Incarnation</p> <ul style="list-style-type: none"> Take part in traditional Christmas celebrations e.g. singing carols, decorating a Christmas tree and talk about special events. 	<p>Understanding Christianity Incarnation (F2) Why do Christians perform nativity plays at Christmas?</p> <ul style="list-style-type: none"> Know that Christians believe that Jesus is God's son and came to earth to be our friend. Act out sections of the nativity. Know that Christians celebrate Christmas as Jesus' birthday. Know some of the things that Christians do at Christmas to share God's love. 	<p>Understanding Christianity Incarnation Why does Christmas matter to Christians? (1.3)</p> <ul style="list-style-type: none"> Give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. Recognise that stories of Jesus' life come from the Gospels. Give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas. Decide what they personally have to be thankful for at Christmas time. 	<p>Gospel What is the good new Jesus brings? (1.4)</p> <ul style="list-style-type: none"> Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news Give clear, simple accounts of what Bible texts (such as the story of Matthew the tax collector) mean to Christians. Recognise that Jesus gives instructions to people about how to behave. Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless. Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives (for example: charity, confession). Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn, exploring different ideas.
		<p>How special is a baby and why? Why was (is) Jesus special? Why is the Nativity story important for Christians? What happens at Tom and Tessa's Church at Christmas time? How are Tom and Tessa taught to live their lives at Christmas time?</p>	<p>Can you design baby Jesus' bedroom? Why is he special? Why is this time important to Christians? Can I re-enact the Christmas story? Can I retell the Christmas story?</p>	<p>Good news</p>

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	<p>What stories are special and why?</p> <ul style="list-style-type: none"> • Share manners during daily routines. • Share and talk about their favourite stories. 	<p>Which stories are special and why? (F1)</p> <ul style="list-style-type: none"> • Talk about some religious stories. • Recognise some religious words, e.g. about God. • Identify some of their own feelings in the stories they hear. • Identify a sacred text e.g. Bible, Qur'an. • Talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do. • Talk about what Jesus teaches about saying 'thank you', and why it is good to thank and be thanked. 	<p>What makes some places sacred? (1.5)</p> <ul style="list-style-type: none"> • Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used. • Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe. • Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel. • Ask good questions during a school visit about what happens in a church, synagogue or mosque.
		<p>What is your favourite story? What do you like about it, and why? What stories do you know that are special to Christians? What is the holy book for Christians? What stories do you know that are special to Muslims? What is the holy book for Muslims? What are the similarities and differences between different people's special stories?</p>	<p>Where do i feel safe? Why is your safe place special to you? Where is a special place for believers to go? Which place is sacred for Christians? Which place is sacred for Muslims? Which place is sacred for Sikhs?</p>

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	<p>Easter Salvation</p> <ul style="list-style-type: none"> Take part in traditional Easter celebrations e.g. visiting our local church, experiencing new life (hatching chicks). 	<p>Understanding Christianity Salvation (F3) Why do Christians put a cross in an Easter Garden?</p> <ul style="list-style-type: none"> Know why a cross is a special symbol, or reminder, for Christians. Know why a candle is a special symbol, or reminder, for Christians. Know that Jesus came to save and rescue the people on earth. Understand that the story of Jesus dying is very sad, but he came back to life again so that he could put right all the sad things in the world. Know that Christian people believe that if we say sorry when we have done something wrong, God will forgive us. 	<p>Understanding Christianity Salvation Why does Easter matter to Christians? (1.5)</p> <ul style="list-style-type: none"> Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). Recognise that Jesus gives instructions about how to behave. Give at least three examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter. Think, talk and ask questions about whether the story of Easter has anything to say to them about sadness, hope or heaven, exploring different ideas. 	<p>How and why do we celebrate special and sacred times? (1.6)</p> <ul style="list-style-type: none"> Describe how a festival is celebrated. Describe what happens and what is being celebrated at Eid-ul-Fitr Describe what happens during Ramadan Consider questions such as how might these foods help people remember this festival? Think of reasons why some people choose to fast during Ramadan Give reasons why some people like to celebrate important events Give reasons why some people use music in celebrations
		<p>Why is a cross a special symbol for Christians? Why is the Easter story/week important for Christians? What happens at Tom and Tessa's Church at Easter time? How are Tom and Tessa taught to live their lives at Easter time?</p>	<p>Why does Easter matter to Christians? Can I re-enact the Easter story? Why is Easter special to Christians? What happened to Jesus at Easter? Why?</p>	<p>What do you celebrate and why? What stories do your family tell? What do Muslims celebrate at Id-ul-Fitr?</p>

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	<p>Where do we belong?</p> <ul style="list-style-type: none"> • Know they belong to their family, school and community. • Know that they are special. • Share special toys and photos. • Talk about special places they have visited. • Role-play taking care of babies. 	<p>Where do we belong? (F5)</p> <ul style="list-style-type: none"> • Re-tell religious stories making connections with personal experiences. • Share and record occasions when things have happened in their lives that made them feel special. • Recall simply what happens at a traditional Christian infant baptism and dedication. • Recall simply what happens when a baby is welcomed into a religion other than Christianity. 	<p>What does it mean to belong to a faith community? (1.7)</p> <ul style="list-style-type: none"> • Recognise symbols of belonging from their own experience. • Recognise symbols of belonging for Christians. • Recognise symbols of belonging for Jews or Muslims. • Think about why symbols of belonging matter to believers. • Give an account of what happens at a traditional Christian infant baptism/dedication and suggest what the actions and symbols mean. • Identify two ways people show they belong to each other when they get married.
	<p>What makes us feel special? How do Christians know that children are special to God? What groups do we belong to? How do we show people they are welcome? How are babies welcomed into the Christian family? How is a baby welcomed into the Muslim religion?</p>	<p>Do we all belong to something? How do Christians show they belong? How do Muslims know that they belong? How do Christians welcome a new baby?(baptism) How do Muslims welcome a new baby? How do some people show they belong to one another? (marriage)</p>	

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	<p>Creation</p> <ul style="list-style-type: none"> • Explore the world around and talk about experiences e.g. the natural world. • Identify similarities and differences e.g. leaves, animals, people. 	<p>Understanding Christianity Creation (F1) Why is the word 'God' so important to Christians?</p> <ul style="list-style-type: none"> • Know that Christians believe that God is the creator of the world and created everything in it. • Know about the Bible story of how God created the world. • Know that for people who believe in Him, 'God' is a holy word. • Know about some of the festivals that Christians celebrate. • Join in with the prayers used in worship, ie The Lord's prayer, and think about why we say them. 	<p>Understanding Christianity God What do Christians believe God is like? (1.1)</p> <ul style="list-style-type: none"> • Identify what a parable is. • Tell the story of the Lost Son from the Bible simply, and recognise a link with the concept of God as a forgiving Father. • Give clear, simple accounts of what the story means to Christians. • Give at least two examples of a way in which Christians show their belief in God as loving and forgiving; for example, by saying sorry; by seeing God as welcoming them back; by forgiving others. • Give an example of how Christians put their beliefs into practice in worship; by saying sorry to God, for example. <p>Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.</p>	
		<p>Why is the word GOD important to Christians? What Bible stories/words do Tom and Tessa learn about from the Bible? What happens in Tom and Tessa's Church? How are Tom and Tessa taught to live their lives?</p>	<p>What did god create? Why do Christians believe in God? If God made the world, how should people live? How do Christians remember to be thankful to the Creator every day? If pupils could ask the world-maker any questions, what questions would they ask? If God is the Creator, what rules might he give for how to look after the world?</p>	

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Core Vocabulary</p>	<p>Family</p> <p>Celebrate</p> <p>Thank you</p> <p>Special favourite</p> <p>Inside/Outside</p>	<p>Special friendship</p> <p>Christmas Jesus God Christian</p> <p>Bible Qu'ran Islam</p> <p>Easter forgiveness</p> <p>Belong baptism</p> <p>World</p>	<p>Golden rule unique</p> <p>Incarnation: Jesus is God in the flesh, and that, in Jesus, God came to live among humans</p> <p>Church Gurdwara</p> <p>Salvation: Through Jesus, sin is dealt with, forgiveness offered, and the relationship between God and humans is restored.</p> <p>Baptism/marriage ceremony</p> <p>Parable: a story as told by Jesus</p> <p>Belief</p> <p>Creation</p>	<p>Golden rule unique</p> <p>Gospel: Good news</p> <p>Church Mosque sacred</p> <p>Eid Ramadan</p> <p>Baptism/marriage ceremony</p> <p>Parable: a story as told by Jesus</p> <p>Belief</p> <p>Creation</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Linked texts</p>	<p>Guess how much I love Monkey and me</p> <p>Noah's Ark</p> <p>Role-play families</p> <p>Role-play taking care of a baby</p>	<p>Incredible You- Rhys Brisenden</p> <p>The feeding of the 5,000</p> <p>The Christmas Story</p> <p>David and Goliath</p> <p>The Prophet Muhammad's revelation</p> <p>The Easter Story</p> <p>The Ugly Duckling</p> <p>Psalm 139</p> <p>The Creation Story</p>	<p>Jesus blesses the children</p> <p>Jesus Heals a Paralysed Man.</p> <p>The Good Samaritan</p> <p>Christmas story</p> <p>Bible</p> <p>Quran</p> <p>Guru Granth Sahib</p> <p>Easter story</p> <p>Heaven by Nicholas Allen</p> <p>The boy who threw stones at trees- Islam</p> <p>The Creation story</p> <p>The lost son</p> <p>The lost coin</p>	<p>Jesus blesses the children</p> <p>Jesus Heals a Paralysed Man.</p> <p>The Good Samaritan</p> <p>Good news</p> <p>The tax collector</p> <p>Bible</p> <p>Quran</p> <p>Eid Ramadan</p> <p>The boy who threw stones at trees- Islam</p> <p>The Creation story</p> <p>The lost son</p> <p>The lost coin</p>