



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
	Statutory ELG: People, Culture and Communities Children at the expected level of development will: <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. 		Knowing about and understanding religions and worldviews <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 Expressing and communicating ideas related to religious and worldviews <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 Gaining and deploying the skills for studying religions and worldviews <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	Year A Theologist (KS1)	Year B Theologist (KS1)
	Which people are special and why? (Part 1) <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.	Which people are special and why? (Part 2) <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.	How should we care for others and the world, and why does it matter? (creation) <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.Use creative ways to express their own ideas about the creation story and what it says about what God is like.	Who is a Christian and what do they believe? <ul style="list-style-type: none">Talk about some simple ideas about Christian beliefs about God and Jesus.Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means.Talk about issues of good and bad, right and wrong arising from the stories.Ask some questions about believing in God and offer some ideas of their own.
	Christmas Incarnation (Part 1) <ul style="list-style-type: none">Take part in traditional Christmas celebrations e.g. singing carols, decorating a Christmas tree and talking about special events.	Understanding Christianity Incarnation Why do Christians perform nativity plays at Christmas? (Part 2) <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.	Understanding Christianity Incarnation Why does Christmas matter to Christians? (Part 1) <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.	Understanding Christianity Incarnation Why does Christmas matter to Christians? (Part 2) <ul style="list-style-type: none">Recognise that Incarnation is part of the 'Big Story' of the Bible.Tell the story of the birth of Jesus and recognise the link with Incarnation — Jesus is 'God on Earth'.Give at least two examples of ways in which Christians use the nativity story in churches and at home; for example, using nativity scenes and carols to celebrate Jesus' birth.Think, talk and ask questions about the Christmas story and the lessons they might learn from it: for example, about being kind and generous.



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	<p>What stories are special and why? (Part 1)</p> <ul style="list-style-type: none">• Share manners during daily routines.• Share and talk about their favourite stories.	<p>What stories are special and why? (Part 2)</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?</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>Who is a Muslim and what do they believe?</p> <ul style="list-style-type: none">• Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah.• Re-tell a story about the life of the Prophet Muhammad.• Recognise some objects used by Muslims and suggest why they are important.• Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel.
	<p>Easter Salvation (Part 1)</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 Why do Christians put a cross in an Easter Garden? (Part 2)</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? (Part 1)</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>Understanding Christianity Salvation Why does Easter matter to Christians? (Part 2)</p> <ul style="list-style-type: none">• Recognise that God, Incarnation, Gospel and Salvation are part of the 'big story' of the Bible.• Tell stories of Holy Week and Easter and make a link with the idea of Salvation (Jesus rescuing people).• Give at least three examples of how Christians show their beliefs about Jesus as saviour in church worship.• Think, talk and ask questions about whether the text has something to say to them (for example, about whether forgiveness is important), exploring different ideas.



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	Where do we belong? (Part 1) <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.	Where do we belong? (Part 2) <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.	What does it mean to belong to a faith community? <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.	What can we learn from sacred books? <ul style="list-style-type: none">Recognise that sacred texts contain stories which are special to many people and should be treated with respect.Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories.Ask and suggest answers to questions arising from stories Jesus told and from another religion.Talk about issues of good and bad, right and wrong arising from the stories.
	Creation (Part 1) <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.	Understanding Christianity Creation Why is the word 'God' so important to Christians? (Part 2) <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.	Understanding Christianity God What do Christians believe God is like? (Part 1) <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.Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.	Understanding Christianity God What do Christians believe God is like? (Part 2) <ul style="list-style-type: none">Tell the key points of the story of Jonah from the Bible, and recognise a link with the concept of God.Give clear, simple accounts of what the text means to Christians.Give an example of a way in which Christians use the story of Jonah to guide their beliefs about God, for example, seeing God as Lord, i.e. in control of events and being fair: God wants to save the people of Nineveh.Give at least two examples of how Christians put their beliefs into practice in worship: for example, using the story in church, in art.Think, talk and ask questions about whether they can learn anything from the story for themselves, exploring different ideas.



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Core Vocabulary		<ol style="list-style-type: none">1. Special, friendship, sorry, share, kindness,2. Nativity, Christmas, key people e.g. Mary, manger, animals, stable, Nazareth, Bethlehem, gifts (gold, frankincense and myrrh), star3. Story/books, feelings, holy, powerful, people who help us e.g. police, trust, brave, help, promise, good, bad, message, quiet, afraid4. Easter, tomb, cross, temple, palm, new life e.g. animals, eggs5. Feeling special, blessed, loved, cared for, groups e.g. a club, baptism, welcome, holy water, font, aqiqah, name, whisper,6. Creation, first-seventh day, days of the week, light, land, sky, sea, dark, trees, sun, moon, stars, plants, animals, people <p>Christianity: cross, Vicar, Reverend, prayer, church, Bible, Holy Book, Jesus, Disciples, God</p> <p>Islam: Qur'an, prayer beads, prayer mat, Allah/God, Imam, Mecca, Hajj, mosque</p>	<ol style="list-style-type: none">1. Valuable, unique, golden rule2. Incarnation, advent, birth, extraordinary3. Safe, sacred, places of worship and key artefacts in e.g. temple, church or cathedral4. Salvation, The Last Supper, Ash Wednesday, Good Friday, Easter Sunday, crucified, forgiveness5. Islam: Belonging, forgiveness6. Christianity: wedding/marriage, promise Creation, universe, gratitude	
Sacred texts	-	<ul style="list-style-type: none">- Calling of the first disciples- Feeding the 5,000- The story of Zacchaeus- The Christmas Story- Calming the Storm- David and Goliath- The Two Sons- The first ever revelation of the Qur'an- The Easter Story- Jesus blesses the children- The creation story	<ul style="list-style-type: none">- The Good Samaritan- Golden Rule 'treat other people as you would like them to treat you'- The Christmas Story- The Easter Story- The lost coin- A story of Belonging in Islam 'The boy who threw stones at trees'- Creation 'The big story'	