

# Suffield Park Infant and Nursery School Progression Map for Religious Education



Confident, Resilient, Ambitious, Brilliant

Colour Key information: Christianity -Red. Hindu -Green. Jewish- Blue. Humanist/multi-faith -Orange

<b>Subject: RE      Subject Leader: Mrs Zoe Marsden</b>			
<b>Teaching 'lens': Theology (Where beliefs come from)</b>			
<b>Yr Group</b>	<b>Knowledge</b>	<b>Skills</b>	<b>Vocabulary</b>
R	<p align="center"><b><u>The World</u></b></p> <p><b><u>Range 5</u></b> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world</p> <ul style="list-style-type: none"> <li>• Talks about why things happen and how things work</li> <li>• Developing an understanding of growth, decay and changes over time</li> <li>• Shows care and concern for living things and the environment</li> <li>• Begin to understand the effect their behaviour can have on the environment</li> </ul> <p><b><u>Range 6</u></b> Looks closely at similarities, differences, patterns and change.</p> <p><b><u>Early Learning Goal:</u></b> Statutory ELG: The Natural World Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</li> <li>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise simple religious beliefs or teachings.</li> <li>• Talk about some aspects of a religious or belief story.</li> <li>• Introduce key theological vocabulary such as 'God'.</li> <li>• Recreate religious and belief stories through small world play.</li> <li>• Talk about sacred texts (Christian other religions as appropriate for the class)</li> </ul>	<p>Religion, beliefs, special objects, religious, story, God, sacred text, <b>Christian, Christianity, church, Bible.</b></p>

1	<ul style="list-style-type: none"> <li>● The life and teachings of Jesus. (Christianity-creation)</li> <li>● The Bible as a sacred text for Christians and its different genres. (Christianity)</li> <li>● Concepts: Creation, God</li> <li>● The concept of One God (Jewish)</li> <li>● The Torah as the five books of Moses, written in Hebrew. (Jewish)</li> <li>● The different genre contained within the first five books. Narratives about the lives of Jewish descendants (Jewish)</li> <li>● Concepts: Brahman and Avatars (God in one true form -Braham, and Avatars of God which are various forms taken by God)</li> <li>● Hindu Holy Books (not the Ramayana)</li> </ul>	<ul style="list-style-type: none"> <li>● To be able to give a clear, simple account of at least one narrative, story or important text used by at least one religion or worldview.</li> <li>● To be able to use simple language to describe God (Christian, Hindu and Jewish perspective).</li> </ul> <p>To know what Jewish and Christian People learn from the Creation story (Jewish -Shabbat festival). To know what Christians learn from the Nativity Story (Christmas). To be able to talk about what Christians believe God is like (Christian Hindu and Jewish). To be able to explain why Christmas matters to Christians and Jewish believers. To be able to retell the Creation and Christmas story simply but clearly.</p>	<p>Jesus, Christianity, Bible, One God, Creation, Christians Jewish, Judaism, Torah, descendants, Shabbat, Hebrew Brahman, Avatars, Hindu, God. Sacred Text, belief, believers, religion, story, holy book, worldview</p>
2	<ul style="list-style-type: none"> <li>● The life and teachings of Jesus.</li> <li>● The Bible as a sacred text for Christians and its different genres. (Christianity)</li> <li>● Concepts: incarnation, and salvation.</li> <li>● Concepts: Brahman and Avatars.</li> <li>● Hindu Holy Book - the Ramayana</li> <li>● Concepts: Atheism, One Life, Golden Rule, humanity. Quotations from Humanist thinkers.</li> <li>● The concept of One God (Jewish)</li> <li>● The Torah as the five books of Moses, written in Hebrew.</li> <li>● The different genre contained within the first five books.</li> <li>● Narratives about the lives of Jewish descendants</li> </ul>	<ul style="list-style-type: none"> <li>● Retell a narrative, story or important text from at least one religion or worldview and recognise a link with a belief.</li> <li>● Recognise different types of writing from within one text (e.g. genres in the Bible)</li> </ul> <p>To be able to explain why light is an important symbol to people with religious beliefs (Christian, Jewish, Hindu) To be able to explain what Jewish People remember at Passover. To be able to talk about what Hindus might learn from the Divali story. To know what Jewish people remember at Passover. To know why Easter matters to Christians. To be able to confidently retell the Easter story, Passover story and Divali story and to link this with the correct religion.</p>	<p>Jesus, Bible, Sacred Text, Incarnation, salvation, Hindu holy book, Ramayana, Divali, Humanist The golden rule Happy Human Curiosity Empathy Judaism, One God, Torah, Moses, Synagogue, Hebrew Sacred Text, belief, believers, religion,</p>

			story, holy book, worldview
<b>Teaching 'lens': Philosophy</b> ( <i>How and whether things make sense</i> )			
Year Group	Knowledge	Skills	Vocabulary
R	<p><b><u>Communication and language-Speaking</u></b></p> <p><b><u>Range 5</u></b> Beginning to use more complex sentences to link thoughts (e.g. using and, because)</p> <ul style="list-style-type: none"> <li>• Able to use language in recalling past experiences</li> <li>• Can retell a simple past event in correct order (e.g. went down slide, hurt finger)</li> <li>• Uses talk to explain what is happening and anticipate what might happen next</li> <li>• Questions why things happen and gives explanations. Asks e.g. who, what, when, how</li> <li>• Beginning to use a range of tenses (e.g. play, playing, will play, played)</li> <li>• Continues to make some errors in language (e.g. runned) and will absorb and use language they hear around them in their community and culture</li> <li>• Uses intonation, rhythm and phrasing to make the meaning clear to others</li> <li>• Talks more extensively about things that are of particular importance to them</li> <li>• Builds up vocabulary that reflects the breadth of their experiences</li> <li>• Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle</li> </ul> <p><b><u>Range 6:</u></b></p> <ul style="list-style-type: none"> <li>• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words</li> <li>• Uses language to imagine and recreate roles and experiences in play situations</li> <li>• Links statements and sticks to a main theme or intention</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to raise puzzling and interesting questions about religious and belief stories. For example, 'why do you think that happened?' 'What might you do?'</li> <li>• Begin to raise puzzling and interesting questions about the world around them.</li> <li>• Say what matters to them or is of value. E.g. Share memory boxes and stories of special times.</li> <li>• Use their senses to investigate religious artifacts or places.</li> </ul> <p>Talk about what they believe to be true in a religious context. (for example: after a religious story of creation) Listen to other peoples' beliefs.</p> <ul style="list-style-type: none"> <li>• To consider what they think is good and bad (for example within a religious story)</li> <li>• Talk about things places that make them feel happy or sad.</li> </ul>	Puzzling, interesting, World, matters, special, questions, senses, investigate, stories, belief, religion, good, bad, themselves, others

	<ul style="list-style-type: none"> <li>• Uses talk to organise, sequence and clarify thinking, ideas, feelings and events</li> <li>• Introduces a storyline or narrative into their play</li> </ul> <p><b>Statutory ELG: Speaking</b></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li> <li>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li> <li>- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>		
1	<p>Key philosophical vocabulary.</p> <p>Begin to consider different beliefs and their own opinions (reasoning).</p> <p>Make simple links between belief and behaviour e.g Christian belief that God is love.</p>	<p><b>Give a simple reason (a personal reason to them) using the word ‘because’ when talking about religion and belief.</b></p> <ul style="list-style-type: none"> <li>• To talk about what their senses tell them about religious artefacts and places.</li> <li>• To consider what they think is good and bad (for example within a religious story)</li> <li>• To begin to consider their own ideas of how they think the universe came to be and listen to other people’s ideas with respect.</li> </ul>	<p>Puzzling, sense, interesting, questions, answers thinking, reason, Reasoning, evidence, existence, philosophy, logical.</p>
2	<p>Key philosophical vocabulary.</p> <p>Discuss other people’s beliefs and compare them to their own (reasoning).</p> <p>Make secure links between belief and behaviour. E.g. giving to charitable causes as the ‘right’ thing to do. Christian belief of god in heaven -recognising this at funerals. Going to Church at Christmas.</p>	<p><b>Give a reason to say why someone might hold a particular belief using the word ‘because’.</b></p> <ul style="list-style-type: none"> <li>• To talk about how people decide what is right and wrong (in the context of a story).</li> <li>• To suggest questions from religious stories and to consider if we can find an answer.</li> <li>• To be able to participate in discussions about what puzzles them about religion.</li> </ul>	<p>Puzzling, sense, interesting, agnostic, questions, answers thinking, reason, Reasoning, evidence, morality, existence, philosophy, logical.</p>

		<ul style="list-style-type: none"> <li>To talk about the different views people have about God (e.g. Humanist approach compared to Christian)</li> </ul>	
<b>Teaching 'lens': Human/Social Science</b> ( <i>The ways in which beliefs shape individual identity, and impact on communities and society</i> )			
Year Group	Knowledge	Skills	Vocabulary
R	<p style="text-align: center;"><b><u>People and communities</u></b></p> <p><b>Range 5:</b> Shows interest in the lives of people who are familiar to them</p> <ul style="list-style-type: none"> <li>Enjoys joining in with family customs and routines</li> <li>Remembers and talks about significant events in their own experience</li> <li>Recognises and describes special times or events for family or friends</li> <li>Shows interest in different occupations and ways of life indoors and outdoors</li> <li>Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</li> </ul> <p><b>Range 6:</b></p> <ul style="list-style-type: none"> <li>Enjoys joining in with family customs and routines</li> <li>Talks about past and present events in their own life and in the lives of family members</li> <li>Knows that other children do not always enjoy the same things, and is sensitive to this</li> <li>Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions</li> </ul> <p><b>Early Learning Goal</b> Statutory ELG: People, Culture and Communities Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>- 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;</li> </ul>	<ul style="list-style-type: none"> <li>Identify simple features of religious life and practice in a family context (Christian and other religions as appropriate for the class).</li> <li>Recognise a number of religious words.</li> <li>Know where some religious worldviews originated</li> <li>Name some religious symbols.</li> <li>Name some religious artefacts.</li> <li>Talk about religious events that they see or hear about e.g. festivals, ceremonies.</li> <li>Talk about what people wear because of their beliefs.</li> <li>Talk to someone who holds a particular religious belief.</li> </ul>	<p>Religion, belief, special, symbols, festivals, community, themselves, others, tradition, family, ceremonies, celebrate, religious building, artifact, <b>church, Christian, Christianity, Bible, cross, Easter, Christmas, Nativity, God, Jesus,</b></p>

	- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.		
1	<p><b>Key vocabulary -Christianity. The local church(es), symbolism and artefacts as expressions of Christianity. The importance of rites of passage, worship gathering and celebrations. (Christianity)</b></p> <p>Key vocabulary -Judaism. Shabbat and the importance of the home and family life. (Judaism)</p> <p>The role of festivals which connect with Jewish history. The synagogue and varying ceremonies that take place within it. (Judaism)</p> <p>Key vocabulary -Hinduism, symbolism and the centrality of the home in the Hindu tradition. (light touch)</p>	<p><b>Recognise that beliefs can have an impact on a believer’s daily life, their family or local community.</b></p> <ul style="list-style-type: none"> <li>To understand that festivals bring people together.</li> <li>To be able to look for signs of religion around them and in pictures. (Hinduism, Christian and Jewish)</li> <li>To know some of the symbolic things people do during festivals such as give gifts, clean houses, worship at religious places and decorate themselves and their homes and religious buildings (Christmas, Shabbat)</li> <li>To recognize some of the benefits of celebrating/ worshipping together as a family and community and that these give a sense of belonging and identity (e.g. weddings in churches/ baptisms/funerals)</li> </ul>	<p>Festival, community, believer, belief, religion, value, ceremony, worship, symbolic, Christianity, church, altar, priest, pew, wedding, baptism, funeral, Christmas, nativity, Jesus, Synagogue, shabbat, creation, Judaism, sabbath, rest day, cholent (food eaten at lunch)</p> <p>Aum/Om Tilak</p>
2	<p><b>Key vocabulary -Christianity. The local church(es), symbolism and artefacts as expressions of Christianity. The importance of worship, gathering and celebrations. (Easter and the concept of sacrifice)</b></p> <p>Key vocabulary -Hinduism. symbolism and the centrality of the home in the Hindu tradition.</p> <p>Importance of gatherings for worship, dramatic storytelling and celebrations. (Divali story)</p> <p>Key vocabulary -Judaism. Passover and the importance of the home and family life.</p> <p>The role of festivals which connect with Jewish history. (Concept of sacrifice at Passover)</p> <p>The synagogue and varying ceremonies that take place within it.</p> <p>Key vocabulary -Humanism. The role of ceremonies and cultural traditions.</p> <p>The Happy Human symbol.</p>	<p><b>Identify ways in which beliefs can have an impact on a believer’s daily life, their family or local community.</b></p> <ul style="list-style-type: none"> <li>To be able to talk about why festivals bring people together (Christianity, Humanism, Jewish, Hindu).</li> <li>To identify signs of religion (e.g. candles in religious places, crosses worn on Christian’s bodies, happy human in Humanism, fish symbol in Christianity)</li> <li>To be able to identify various symbolic things people do during festivals such as give gifts, clean houses, worship at religious places and decorate themselves and their homes and religious buildings. (Easter, Divali and Passover,)</li> <li>To know some of the ways Christians show that they belong to a faith family (the idea of charity and helping others including people in need, demonstrating forgiveness as taught by Jesus/God)</li> </ul>	<p>Festival, community, believer, belief, religion, value, ceremony, worship, symbolic, Christianity, church, altar, priest, pew, wedding, baptism, funeral, Easter, Jesus, Cross, sacrifice, Synagogue, Judaism, Passover, exodus, Torah, Moses, matzah, bitter herbs, sacrifice, Aum/Om Tilak</p> <p>Humanism, Humanist, consequences, ceremonies,</p>

	Impact of thinking about consequences of action.		The golden rule Happy Human Curiosity Empathy
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