



Religious Education: progression from Nursery to Year 2

Development Matters 2020	Nursery (Class 1)	<u>PSED</u> - Develop their sense of responsibility and membership of a community. <u>Understanding the world</u> - Continue to develop positive attitudes about the differences between people.
	Reception (Classes 2-4)	<u>PSED</u> - See themselves as a valuable individual and think about the perspectives of others. <u>Understanding the World</u> - Talk about members of their immediate family and community and name and describe people who are familiar to them. - Understand that some places are special to members of their community. - Recognise that people have different beliefs and celebrate special times in different ways. <u>Early Learning Goals</u>
Early Learning Goals		<u>PSED</u> - Show sensitivity to their own and others' needs. <u>Past and Present</u> - Talk about the lives of the people around them and their roles in society. - Understand the past through settings, characters and events encountered in books read in class and storytelling. <u>People & Communities</u> - Know some similarities & differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
Hull and East Riding Agreed Syllabus for Religion and Worldviews 2022	Key Stage 1 (Classes 5-10)	Through Christianity and one other principal religion, plus one other religion or non-religious worldview pupils should be able to: - retell and suggest meanings for some religious and moral stories and say how they influence people today - recall different beliefs and practices, naming key words, key figures and core beliefs - tell of the ways people express identity in belonging to a faith group, and show how they are similar to another faith group - talk about what happens in places of worship and describe how symbols and artefacts are used in each, appreciating some similarities and differences - consider and make responses to big questions from different worldviews - express ideas and opinions about moral questions of right and wrong - share ideas and examples of co-operation between people who are different - describe what happens at festivals, ceremonies and rituals and talk about the beliefs behind them

Area/Lens	Year Group	Key Question	Knowledge and skills Key vocabulary is in bold
Theology (the study of religion- from the Greek “ <i>theos</i> ” (god) and “ <i>logia</i> ” (saying or utterances)- “words of god”)	Nursery	What do people do at Easter / Christmas?	- listen to stories about people of different faiths - begin to recognise the Bible - become familiar with key people of faith through listening to stories eg. Jesus, Muhammad - listen to parables about Jesus - join in with and describe celebrations such as Easter and Christmas - start to become familiar with religious terms like Christians
	Reception	Who was Jesus? What happened at the first Christmas? What is the first story in the Bible? What is a belief? Why do Hindu’s celebrate Diwali? Which stories are special and why?	- know that Christians believe in God, and that they find out about God in the Bible - know that Christians see God as the giver of life and believe He created the universe - know that Christians believe God is loving, kind, fair and forgiving, Lord and King - know that some Bible stories show these Christian beliefs eg. we should care for the world as it belongs to God - know that Christians worship God and try to live in ways that please him - know that Christians believe that Jesus is God and that he was born as a baby in Bethlehem. - know that the Bible points out that his birth showed that he was extraordinary (for example, he is worshipped as a king, in Matthew) and that he came to bring good news (for example, to the poor, in Luke) - know that Christians celebrate Jesus’ birth - know that Advent for Christians is a time of getting ready for Jesus’ coming - know that Easter / Christmas is very important in the ‘big story’ of the Bible - know that Christians believe Jesus rose again, giving people hope of a new life - know that Christians believe Jesus brings good news for all people, including being loved by God and being forgiven for bad things Christians believe Jesus is a friend to the poor and friendless Christians believe Jesus’ teachings make people think hard about how to live and show them the right way - know that people of faith communicate to god through prayer - know that different world faiths exist and show a growing awareness of them eg. some Muslim boys like to wear a topi on their head - listen to a range of stories from other world faiths, such as The Tiny Ants (Muslim)

Year 1	What do people of faith believe? Unit 1.1	• know how to become a member of faith (eg. baptism) • know what it means to belong to a religion • develop awareness of commitments made by contemporary people devoting themselves to a cause- Greta Thunberg
	What makes a holy book special? Unit 1.2	• recognise which holy books are special in contrasting places of worship • know how holy books are treated
	What do faith stories say about the value of each individual? Unit 1.2	• identify what a parable is • tell the story a from the Bible simply, and recognise a link with the concept of God as a forgiving Father- <i>The Lost Son</i> • give clear, simple accounts of what a story means to Christians- <i>The Lost Son</i> • think, talk and ask questions about whether they can learn anything from a story for themselves, exploring different ideas. • recognise that stories of Jesus' life come from the Gospels. • recognise a link with a concept of 'Gospel' or good news.
	What stories are told at different religious festivals? Unit 1.2	• know that Christians celebrate the birth of Jesus at Christmas • give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. • tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). • know the story of Rosh Hashanah - Jewish New Year
	Who is god to people of faith?	• know that Christians see God as loving and forgiving (1.2) • recognise what a story says about god to Christians and to Jewish people • recognise that Jesus gives instructions about how to behave
	What are the different ways in which people of faith express their beliefs?	• 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 at least two examples of how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter • give an example of how Christians put their beliefs into practice in worship eg saying sorry to God • 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. • describe how religious people may express their beliefs in action – St Francis of Assisi • describe different types of prayer (eg. praise, saying sorry, saying thank you, asking for something) • describe how Jewish people and people of other faiths show their belief

	Year 2	What do people of faith believe? Unit 2.2	- name some beliefs of two different faiths – Christian / Judaism - recognise beliefs that are the same for different faiths - discuss beliefs of people who don't follow a religion- Humanism - develop awareness of commitments made by contemporary people devoting themselves to a cause- Marcus Rashford
		What makes a holy book special?	- recognise and name the holy books of different faiths - retell a story from two different faiths and say what they mean for the believer - recognise that “Incarnation” and “salvation” are part of the ‘Big Story’ of the Bible
		What do faith stories say about the value of each individual? Unit 2.1	- retell faith stories about the value of each individual - describe the temptations of Adam and Eve and Jesus - talk sensitively about people of different faiths
		What stories are told at different religious festivals?	- suggest reasons why festivals are important - talk about how stories are celebrated at different religious festivals - tell the story of the birth of Jesus and recognise the link with Incarnation — Jesus is ‘God on Earth’.
		Who is god to people of faith?	- identify names for god in different faiths - express what believers say god is like
		What are the different ways in which people of faith express their beliefs? Unit 2.2	- describe how religious people may express their beliefs in action – Mother Teresa - consider a prayer or text that expresses belief- Mother Teresa's prayer
Philosophy (how and why people do certain things- from Greek “ <i>philo</i> ” (love) and “ <i>sophos</i> ” (wisdom)- the love of wisdom)	Nursery	Why is...has... how does? Is that a good choice?	- ask questions about the world around them - begin to know what behaviour is right and wrong
	Reception	What questions do Christian / Jewish stories make us ask? What stories or poems make us ask questions? What puzzles you?	consider big questions, such as why is the word “God” so important to Christians? Why did God make jellyfish? Why do Christians perform nativity plays at Christmas?
	Year 1	Why are creation stories important to faith members? Unit 1.3	- recall some creation stories from different traditions – incl Christian and Judaism - know what Christians do to say thank you to God for the Creation eg. say grace before eating, celebrating harvest time, be generous to those with less - identify similarities and differences between creation stories - talk about the meaning of two different creation stories

			• know that most religious traditions believe that god made the world and so it is precious and believe that the world was created and given to humans to care for • explain in simple terms what happened in a creation account and use and show understanding of relevant vocabulary. • retell a creation story using relevant vocabulary and say where the story comes from • know that “Creation” is the beginning of the “big story” of the Bible. • know that the creation story tells faith members about God. • recall Christian /Jewish beliefs about God and creation stories, adding some details
		How do different faiths say the world should be cared for? Unit 1.3	• say why the world is a special place for faith members • talk about ways that everyone can play their part in caring for the world • talk about ways of caring for the world
		What are life’s big questions?	• understand that some questions have no simple answers • ask and talk about big questions (creation, God) and suggest some answers eg. What do Christians believe God is like? • think, talk and ask questions about whether they can learn anything from a story for themselves, exploring different ideas. • think, talk and ask questions about living in an amazing world.
		How do people decide what is right and wrong?	• talk about how individuals operate within a community such as a school • know why we need to have school rules • talk about making right and wrong choices
	Year 2	What are life’s big questions? Unit 2.3	• understand that some questions have no simple answers • ask and talk about big questions (truth, creation, God, life) and suggest some answers • know that religions may offer different answers to the same question • 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. • think, talk and ask questions about the Christmas story and the lessons they might learn from it: for example, about being kind and generous. • think, talk and ask questions about whether Jesus’ ‘good news’ matters to anyone other than Christians, exploring different ideas.
		How do people decide what is right and wrong? Unit 2.1	• talk about how people make choices • talk to faith members about how they make moral choices • explain what temptations there are in their own lives and how they make their own choices, linking to British Values
Social Sciences (understanding)	Nursery	Why am I special? Who is special to me?	• knows something special about themselves • talks about something that is special to them • describes their special people

and analysing the part that religion plays in the lives of people, communities and societies)			• talks about significant events in own life
	Reception	Why am I special? What are the special things in a Christian / Jewish home? What are the important symbols for Christians / Jewish people? What are special places for Christians / Jewish people? Where do rules come from? What things / places are special to me?	• know places that are special to groups of people, such as football/rugby stadium • know our school's Golden Rules and why they are important • know what things are special to them. • know what makes them special / unique • know that a church is a place of worship for Christians • know ways that people show their faith eg. prayer, song • celebrate a range of Christian festivals, such as Harvest, Easter, Christmas • celebrate a range of festivals from other world faiths, such as Diwali. • recognise that there are a range of different places of worship and begin to name some of them eg. gurdwara, mandir, mosque • describe things that are precious to them
	Year 1	How and why do people of faith worship? Unit 1.2	• understand the meaning of worship • describe different ways people may worship • reflect on the importance of worship in the life of a believer
		How is a place of worship used? Unit 1.2	• understand how places of worship are used • recall the important features of a place of worship and say how they are used • say why a local place of worship is important for many people • know where people can worship in our local area • describe what happens in a place of worship • know who leads / looks after a place of worship • describe the different ways that Christians worship
		What are the religious rituals and ceremonies connected with important times in life? Unit 1.1	• say why religious people celebrate an important life event (wedding, baptism or christening) • think about what matters most in a religious ceremony, including symbols and artefacts (wedding, baptism or christening) • say why people of faith make promises- wedding
		Why are symbols and artefacts important to some people Unit 1.1	• reflect on what is special to themselves and others, including belonging to their family, school, a group and place; know that family members love, protect, provide and care for each other. • identify connections to religion and belief in the community • identify precious things for people of faith (Christian & Jewish person)

			• associate some symbols and artefacts with naming and marriage ceremonies • connect sacred texts to the appropriate faith • explain how belonging to a faith starts with a naming ceremony and is lived out in daily life
		How does a person of faith live their life? Unit 1.1	• decide what they personally have to be thankful for at Christmas time • give examples of ways in which Christians use the story of the nativity / Easter to guide their beliefs and actions at Christmas • talk about the lives of children from two different faith communities (Christian and Jewish person) • know how a child in a faith family shows belonging • know where faith members find their rules for living • talk about a story from a sacred text that contains “golden” rules for living • 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).
		Which festivals are important to faith members?	• begin to name some religious festivals and say how faith members celebrate them (Christmas, Easter) • describe and explain some traditions linked to religious festivals (Christmas, Easter, Rosh Hashanah)
	Year 2	How and why do people of faith worship?	• recognise aspects of worship common to more than one faith • reflect on the importance of worship in the life of a believer from different faiths
		How is a place of worship used?	• name the parts of two places of worship for different faiths • describe how the building and its artefacts are used in different ways
		What are the religious rituals and ceremonies connected with important times in life?	• think about what matters most in a religious ceremony, including symbols and artefacts (Easter service, Hanukah, Purim) • 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
		Why are symbols and artefacts important to some people	• identify connections to religion and belief in the community (Easter, Christmas, Hanukah, Purim) • identify precious things for people of faith (Easter, Christmas, Hanukah, Purim)
		How does a person of faith live their life?	• explain how a person shows religion in their life in two contrasting faiths (Christianity and Judaism) • talk about the lives of children from two different faith communities
		What are the special rules and values that religious people follow? Unit 2.1	• make links between religious rules and values for living • tell stories from the Bible and recognise a link with a concept: for example, the idea of ‘good news’ links to the practice of being thankful.

			• give clear, simple accounts of what the texts mean to Christians: for example, that people can trust God, and that they should say thank you to God for his good gifts. • describe how Christians show their beliefs: for example, thanking God in prayer • give at least two examples of ways in which Christians use Bible stories and texts to guide their beliefs about prayer, in their church communities and their own lives.
		Which festivals are important to faith members?	• name some religious festivals and say how faith members celebrate them (Christmas, Easter, Hanukah, Purim) • describe and explain some traditions linked to religious festivals (Christmas, Easter)