

RE Curriculum Map



CLOVER Principles

Intent, Implementation and Impact

Government guidance

EYFS and Key Stage Agreed syllabus outcomes

Whole school overview

Progression of Knowledge and Skills

Progression of Vocabulary

C	<ul style="list-style-type: none"> - Visits to local church for nativity service - Regular assemblies led by local church community worker - Annual Harvest and Christmas carol service - Learning about people who are important to us in the community - Learning about how to be part of a community
L	<ul style="list-style-type: none"> - Developing key skills of analysing, questioning and responding, collecting information - Learning to reflect on their own feelings and experiences and to question where they come from - Empathise with others - Interpretation of meaning from symbolism and religious artefacts - Understanding the difference between opinions and fact - Developing knowledge of Christianity, Judaism and Islam - Cross-curricular learning
O	<ul style="list-style-type: none"> - Visits to local community, church and synagogue - Taking part in religious celebrations (collective worship, Carol service, Christmas play) - Handling artefacts from different religions - Meeting key people from different faiths - Books, powerpoints, websites – visual resources to stimulate children's learning - Opportunities to express personal ideas
V	<p>All our values will be taught throughout the whole of the RE curriculum, however certain key values will be taught more explicitly.</p> <ul style="list-style-type: none"> - Many faith stories teach about love, trust, caring and friendship etc. - Respect and Tolerance are developed as children learn that other people can have different faiths, beliefs and viewpoints.
E	<ul style="list-style-type: none"> - Part of the syllabus includes thinking about how and why we need to protect the environment - KS1 Local church visit and visit to local synagogue to look at the building and its surroundings - EYFS – special places, what makes our world wonderful
R	<ul style="list-style-type: none"> - Sharing and discussing personal and family's beliefs and viewpoints - Sharing of personal experiences - Comparing and considering beliefs that are different - Performing in Harvest and Christmas assemblies

Intent

AT FVIS, the teaching of RE is underpinned by our values based approach to education that encourages individuals to be the best that they can be. The most recent RE Surrey Syllabus focuses on teaching RE through the lens of Identity, Community and God. This encourages children to consider different faiths and belief systems, religious or humanist from different perspectives and how these might shape their personal views, those of their community and those from a theological perspective. This teaches children to develop respect and understanding of different beliefs and faiths and to question and discuss their own views and opinions. Tolerance and respect play a crucial role in promoting British values and preparing children to live in an integrated modern day multi-faith and multi-cultural society.

Through exploring different faith stories and practices and thinking about philosophical questions, children learn values of cooperation, honesty, love, trust, courage, friendship, caring and responsibility for others and the environment. Visits to Mosques, Churches and a Synagogue provide opportunities for the children to experience first-hand the atmosphere of places of worship. They enjoy meeting people of different faiths and are encouraged to ask questions and share their ideas. A wide range of artefacts, books and multi-media are also used as resources to engage and inspire children and to extend children's knowledge and understanding of different faiths.

Children learn how religious practices and common beliefs can contribute towards developing a sense of community and how this can be seen in their personal lives. They experience being part of a community with regular performances put on their friends and families at school for Christmas, Harvest and Easter.

RE engages children of all abilities and celebrates their differences. Both religious and non-religious or humanist views are discussed as part of the Units and teacher ensure that pupils are aware that a set of beliefs is specific to people of that faith and are not shared by people everywhere.

RE aims to ensure that children develop positive attitudes to their learning and to the beliefs and values of others. The following four attitudes are essential for good learning in RE:

- self-awareness
- respect for all
- open-mindedness
- appreciation and wonder

Developing these attitudes will ensure that children:

- begin to develop an interest in and to explore the nature of religion and how it can shape personal beliefs
- begin to understand how common beliefs can shape a community

- develop knowledge and understanding of Christianity and aspects of Judaism and Islam.
- respect everyone's position thus enhancing spiritual, moral, social and cultural education.
- with encouragement ask questions about their own and other's beliefs
- become motivated, inspired, independent children who have a love of learning and are curious to know more and share their learning.
- develop respect for themselves, others and their surroundings - resulting in pride in themselves, their peers and their school. Children who are equipped to meet the changes and challenges in their life ahead.

Implementation

At FVIS, we follow the Agreed Syllabus for Religious Education in Surrey Schools (2023-2028) for EYFS and Keystage 1 found on the Diocese of Guildford website (<https://www.cofeguildford.org.uk/>).

RE is taught through a series of units which start from looking at children's own experiences and then building by understanding the views of others and knowing that there are different worldviews. These ideas are developed further to considering the value of other's viewpoints and thinking about how they might influence their own worldview.

The units are taught through three 'golden threads' which encourages the children to consider faiths and beliefs from a philosophical perspective (ideas about identity), sociological perspective (ideas about community) and theological perspective (ideas about God). Questions linked to each perspective are given to guide children to think more critically and broadly about the content of the unit. Background knowledge and concept maps are provided to build teachers' confidence in teaching different beliefs.

The Units form a spiral curriculum so some aspects of Christianity are revisited each year, deepening their understanding by questioning, analysing and reasoning using the knowledge they have gained in previous years. Judaism is taught in Year 1 and Islam is taught in Year 2. Thematic units which are predominantly philosophical are taught at the end of each year and these provide opportunities for children to draw on their previous learning across all the units and apply their knowledge and understanding to thinking of possible answers to some of life's big questions.

Impact

Through their learning experiences in EYFS and KS1, pupils will develop their understanding of the Golden Threads of 'God', 'Community' and 'Identity' and be encouraged to:

- explore core concepts and beliefs for Christian, Jewish and Muslim people, and appreciate that some people call themselves 'non-religious';

- develop subject specific vocabulary;
- encounter how different people view the world in different ways;
- encounter and respond to ways in which people express their beliefs (eg. stories, artefacts and other media such as art and music - 'what they might mean');
- begin to understand the importance and value of religion and belief for different people, especially other children, their families and the communities they belong to;
- ask relevant questions and develop a sense of wonder and curiosity about the world around them; using their imagination;
- ask questions and express their own views about what it means to be human, what's important to themselves and to others, valuing themselves, reflecting on their own feelings and developing a sense of belonging.

Government Guidance:

Religious Education is not a statutory part of the National Curriculum but state-funded, local authority schools must provide a basic curriculum. Schools designated as having a religious character are free to make their own decisions in preparing their syllabuses.




'The curriculum for a maintained school must be a balanced and broadly based one which 'promotes the spiritual, moral, cultural, mental and physical development of pupils and of society, and prepares pupils for the opportunities, responsibilities and experiences of later life'.' Section 2 79 (1) School Standards and Framework Act.

Breadth and depth can be achieved in RE, if the following are taken into account:

- RE should provide opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own experience.
- Building on the statutory requirements, it is recommended that there should be a wide- ranging study of religion and belief across the key stages as a whole.
- Not all religions need to be studied at the same depth or in each key stage, but all that are studied should be studied in a way that is coherent and promotes progression.

- Pupils should have the opportunity to learn that there are those who do not hold religious beliefs and have their own philosophical perspectives, and subject matter should facilitate integration and promotion of shared values.
- The study of religion should be based on the legal requirements and provide an appropriate balance between and within Christianity, other principal religions and, where appropriate, other religious traditions and worldviews, across the key stages as a whole, making appropriate links with other parts of the curriculum and its cross-curricular dimensions.

Early Years expected levels of Attainment

	Children at the expected level of development will...
ELG: Past and Present	<ul style="list-style-type: none"> - Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling.
<p><i>Key questions in RE: we might find evidence in...</i></p> 	<ul style="list-style-type: none"> • <i>talking about their own families and exploring similarities / differences to others' families</i> • <i>meeting members of local faith and belief communities or visiting places of worship</i> • <i>investigating and enjoying stories associated with religious events, activities & teaching e.g. from the Bible, Torah or Qur'an etc., exploring how people lived 'then' and what might be different to 'now' or how families celebrate in different ways; hearing stories about other people (past and present) who have had an impact on people's lives today, including religious leaders & non-religious thinkers.</i>
ELG: People, Culture and Communities	<ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - 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; - 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.
<p><i>Key questions in RE: we might find evidence in...</i></p> 	<ul style="list-style-type: none"> • <i>investigating how different people believe different things or celebrate special times in different ways e.g. Christmas, Eid, Diwali, Chinese New Year etc.</i> • <i>visiting places of worship, real or virtually; building a sukkah</i> • <i>experience different cultures through the way that people live; explore resources from different parts of the world</i> • <i>use books / videos that feature the real lives of different children and families e.g. Belonging & Believing series or CBeebies 'Let's Celebrate!'</i> • <i>exploring special objects / artefacts from a range of cultures / religions e.g. cross, hijab, turban, prayer beads, divas etc.</i>
ELG: The Natural World	<ul style="list-style-type: none"> - Explore the natural world around them, making observations and drawing pictures of animals and plants; - 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; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
<p><i>Key questions in RE: we might find evidence in...</i></p> 	<ul style="list-style-type: none"> • <i>exploring stories about our world, including creation, or how different people show they care for it, and why they think this is important</i> • <i>experiencing the wonder of the natural world at different times of year / weather or on school visits</i> • <i>looking after their own school environment, including classroom, school garden or similar; looking after pets / plants (school / home)</i> • <i>expressing curiosity about the natural world e.g. looking for minibeasts, asking questions in response to exploration</i> • <i>appreciating the resources that the natural world provides, showing responsibility in the way that they treat the environment</i>

RE Curriculum Overview

We have deliberately decided to focus on one religion alongside Christianity in each year group in KS1. It is easier for children to compare just two faiths and take their learning deeper. Judaism is taught in Y1 alongside Christianity, as it may be more familiar to children as the old testament is relevant to both religions. Building on their prior learning, Year 2 then focus on Islam alongside Christianity

Whole school RE unit outline						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Who am I and where do I belong?	Why do we have celebrations?	What makes a place special?	What can we learn from stories?	What makes something special?	What makes our world wonderful?
Year 1	Why do Christians call God 'creator'?	What is the Nativity and why is it important to Christians?	What is the Torah, and why is it so important to Jewish families?	What do Christians learn from stories of Jesus?	Why do Jewish families celebrate the gift of Shabbat?	Why should we look after the world?
Year 2	What is God like for Christians?	Why is giving important to Christians?	Who is Allah and how do Muslims worship Him?	Why do Christians call Jesus 'Saviour'?	What is important for Muslim families?	What makes a good leader?

	Year R	Year R Learning Outcomes	Year 1	Year 1 Learning Outcomes	Year 2	Year 2 Learning Outcomes
A1	Who am I and where do I belong?	<p>We are learning:</p> <ul style="list-style-type: none"> • Every person is special and unique • Some people believe that God made them this way • How new babies are welcomed • People belong together in different ways • People have different ways of showing they 'belong' together (religious and non-religious) • Special people in different religions (e.g., Jesus/Prophet Muhammad/Moses) <p>Vocab: special people,</p>	Why do Christians call God 'creator'?	<p>We are learning:</p> <ul style="list-style-type: none"> • to talk about our own emotions (regarding a special book), connecting them to those of Christians • that most Christians believe that God loves to give • about the Creation account and how the beliefs of Christians link to the event of creation and the events of Jesus' life • that Harvest is a time to be 	What is God like for Christians?	<p>We are learning:</p> <ul style="list-style-type: none"> • people use pictures and words to convey meaning • there are many different images of God contained in the Bible • understand that words and images help us answer the question 'what is God like?' • Christian beliefs about God are connected with these

		<p>Assembly, God, Pray, prayer, Amen, Church, Worship, Jesus Special, Unique, Individual Values. Rights</p>		<p>thankful for food</p> <ul style="list-style-type: none"> ● to talk about our own emotions in response to 'creation' and thankfulness with the emotions of those in the accounts explored ● that for most Christians, worship / giving is a response to who God is and what he has given <p>Vocab: Create, Creation, Creator, Provide , Share, Worship, Donate, Food Bank, Thankful / Grateful, Harvest, Sukkot.</p>		<p>words and images</p> <ul style="list-style-type: none"> ● most Christians believe God loves them and all people ● how to listen to others and express their thoughts and ideas about what God might be like <p>Vocab: creator, Adjective, Shepherd</p>
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<p>A2</p>	<p>Why do we have celebrations ?</p>	<p>We are learning:</p> <ul style="list-style-type: none"> • Celebrations are joyful times • Celebrations are often a time to say 'thank you' • Each person has a 'birth-day', and this is celebrated on the day he/she was born • Christians celebrate special times e.g., Harvest, Christmas, Easter • Other religions have different festivals • School-based celebrations <p>Vocab: Birthday, Gift/present, Celebration, Decoration, Thank you, Wedding, Christmas, Easter, Harvest, Diwali, Ramadan, Eid Chinese New Year, Jewish Sukkot,</p>	<p>What is the Nativity and why is it important to Christians?</p>	<p>We are learning that:</p> <ul style="list-style-type: none"> • most Christians believe in Jesus as God's Son, born as a baby ('incarnation') • most Christians believe that Jesus is both human (like us & his mother Mary) and divine (like God, his Father) • there are different important 'characters' in the Nativity that are part of the Christmas story • the response of the people in the Nativity was to worship Jesus • for most Christians, Jesus is the most important element of the Nativity - - - <p>-Compare similarities and differences in the ways that Christians and other people around the world celebrate Christmas</p>	<p>Why is giving important to Christians?</p>	<ul style="list-style-type: none"> • giving is important within all communities as a way of helping others and building relationships • most Christians believe that God's nature is to give, and that he gave Jesus as a gift to the world • worship is a way of giving to God • this giving takes many different forms, including prayer & volunteering • when most Christians give, they are showing that
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		<p>Hanukkah, Rosh, Hashanah, Journey, Christmas, Key people in the story: Jesus, Mary, Joseph, Angel, Shepherds, Kings/Wise men, Nativity, Animals' names – sheep/donkey/camel .</p>		<p>Vocab: nativity, The Nativity, Incarnation Angel, Wise men/Magi = Magi, (singular Magus), Community, Worship.</p>		<p>they are a part of God's Kingdom</p> <ul style="list-style-type: none"> ● that the Church is both a building and the community that meet there# ● that when Christians give to others at Christmas, it is a reminder of how God gave Jesus, and also of the gifts of the wise men, who worshipped him <p>Vocab: worship, place of worship, 'Church' – the worldwide Christian community, service – a time of worship; something that is done</p>
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						to help another person; Bible, Greatest Commandment, Sermon
Sp 1	What makes a place special?	<p>We are learning:</p> <ul style="list-style-type: none"> • Some people have spaces that are special to them • There are special buildings where some people go to think and learn about God • Some people feel close to God anywhere or in their own special places <p>Vocab: Church, Worship, Pray Service, Names and roles of visitors from local church/place of worship, Festival names, church, Sukkot, Sukkah</p>	What is the Torah, and why is it so important to Jewish families?	<p>We are learning:</p> <ul style="list-style-type: none"> • what it means to treat something with respect and how to do this • that the Torah is the Jewish holy book and contains rules to help Jewish people to live good lives. These rules make life fair for everyone and help them to worship God. • that God's name is holy for Jewish people • that the Torah is a scroll and is written in Hebrew • that the way that the Torah is treated is linked with the Jewish belief that it contains the holy words of God • that the synagogue is the place where the 	Who is Allah and how do Muslims worship Him?	<p>We are learning:</p> <ul style="list-style-type: none"> • some of the 99 names and how these link to what Muslims believe about Allah • that Muslims think it is better to represent Allah in words rather than pictures • that Muslims worship Allah through prayer • that Muslims believe it is important to be ritually clean before they pray • that Muslims should face Makkah when they pray and have different physical positions

				<p>Torah is kept and where Jewish people go to pray</p> <p>Vocab: Torah, Scroll, Moses, Ten Commandments, Mitzvot, Synagogue, Ark, Tallit, Kippot (kippah – plural), Simchat Torah – (pron. 'Sim-hat')</p>		<p>in prayer to help them focus on Allah</p> <p>Vocab: Allah, Islam, Muslim, prayer, Arabic, salah, worship, wudu, Makkah, Mosque / 'masjid'.</p>
Sp 2	<p>What can we learn from stories?</p>	<p>We are learning:</p> <ul style="list-style-type: none"> • People have favourite stories • Through stories people share ideas and values about how to live • Some books are special to religious groups, e.g., Bible (Christians), Torah (Jews), Qur'an (Muslims) • Some stories are about special people 	<p>What do Christians learn from stories of Jesus?</p> <p>Key questions:</p> <ol style="list-style-type: none"> 1. I wonder what has happened in your life so far? <p>What human experiences do we share?</p> <ol style="list-style-type: none"> 2. &3. I wonder what happened in Jesus' lifetime? <p>I wonder how Christians try to be like Jesus in their community?</p>	<p>We are learning:</p> <ul style="list-style-type: none"> • key events of Jesus' life from baby -> man -> ascension • comparing how Jesus' life and experiences shares similarities with their own • how Jesus' life and experiences were also very different from their own • what most Christians believe was Jesus' plan and intention on earth [salvation] • how most Christians try to live 	<p>Why do Christians call Jesus 'Saviour'?</p> <p>Key questions:</p> <ol style="list-style-type: none"> 1. What do we mean by the word 'rescue'? 2. &3. How did Jesus save people? I wonder if these stories might make a difference to the way 	<p>We are learning:</p> <ul style="list-style-type: none"> • Christians often call Jesus 'Saviour' • the Bible contains stories about people Jesus met and 'rescued/saved' • these people were often the poor, the sick and the friendless • that 'salvation' is an important idea for most Christians • the elements in an Easter garden

		<p>e.g., Jesus, Prophet Muhammad (pbuh), Moses</p> <p>Vocab: Jesus, God's son, Miracle, Easter, Communion Remember, Resurrection/came alive again, Spring, new life blossom, daffodils, frogspawn, birds eggs., cross, tomb, Good Friday, Easter Sunday, Resurrection, hot cross buns & Easter eggs, Qur'an, Prophet Muhammad (pbuh)</p>	<p>4. What do Christians learn from stories told by Jesus?</p> <p>5. What made Jesus 'ordinary' and 'extraordinary'?</p> <p>What's extraordinary about Easter?</p> <p>6. What do Christians learn from stories of Jesus? How is Jesus human and divine?</p>	<p>their lives following the example that Jesus set</p> <p>Vocab: Jesus, Christians, divine, ordinary, extraordinary, Salvation, lifetime, miracle, disciple, parable, community,</p>	<p>Christians treat other people / live as part of a community ?</p> <p>4. How did Jesus rescue Zacchaeus ? I wonder if meeting Jesus changed Zacchaeus' community ? How might they have shown this?</p> <p>5. Is there a rescue at Easter? Who did Jesus forgive? I wonder if the Easter story might help</p>	<p>are symbols of Jesus' death and resurrection</p> <ul style="list-style-type: none"> • most Christians believe that people's lives were changed by meeting Jesus, including Zacchaeus and that Jesus 'saves' them too • Jesus' offer of forgiveness is a part of the rescue at the heart of Easter <p>Vocab: Rescue, Forgiveness, Disciple, Saviour, Crucifixion, Resurrection, Salvation.</p>
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					Christians to be more forgiving? 6. What do we really need in our Easter Garden as symbols of 'Salvation'?	
Su 1	What makes something special?	<p>We are learning that:</p> <ul style="list-style-type: none"> • Different things are special to people for different reasons • How to look after and respect things that are special to others • People can use objects to help them remember special times and places • Some objects are 'religious' 	Why do Jewish families celebrate the gift of Shabbat?	<p>We are learning that:</p> <ul style="list-style-type: none"> • Why rest from work is important for everyone • Shabbat is a time of rest and recalls how God rested on the seventh day after creation • Shabbat and the Friday night meal can be an important part of Jewish family life and can help Jewish families to feel closer to God • Shabbat lasts from sunset on Friday to 	What is important for Muslim families?	<p>We are learning:</p> <ul style="list-style-type: none"> • that the words 'Islam' & 'Muslim' are based on the same word in Arabic, 'salaam', which means 'peace' • Muslims believe that Muhammad (pbuh) is a prophet and the last messenger of Allah •

		<p>objects and help people to think about God</p> <ul style="list-style-type: none"> • Memories can be special <p>Vocab: Special, Precious, Artefact Collection, Memory</p>		<p>sunset on Saturday, and that there are symbols that mark its beginning and its end.</p> <p>Vocab: Rest, Weekend, Shabbat, Shalom, Challah, Havdalah, Kippah, Creation- the first story in the Torah, Spice box,</p>		<ul style="list-style-type: none"> • for Muslims, Muhammad (pbuh) is the best example of a Muslim and every Muslim should try to be like him • the Qur'an is the special /sacred book for Muslims, and is written in Arabic • Muslims believe it contains the words of Allah given to Muhammad by the Angel Jibreel <p>Vocab: Islam, Muslims, 'salaam', Muhammad (PBUH), Recitation, Arabic, Jibreel, Respect, Submission, Zakah/Zakat.</p>
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<p>Su 2</p>	<p>What makes our world wonderful?</p>	<p>We are learning:</p> <ul style="list-style-type: none"> ● Our world is a place of wonder & how we should look after it ● People are naturally 'creative' ● Some people believe our world was created by God and that this is an important story in their special books ● Others believe that our amazing world came about naturally and is best explained by scientists, making observations and measurements 	<p>Why should we look after the world?</p>	<p>We are learning:</p> <ul style="list-style-type: none"> ● that our world is precious and our shared home ● to think how everyone can make a difference in looking after it ● about some celebrations that relate to the natural world ● about the history of preserving and preparing for the future ● what some creation accounts show about 	<p>What makes a good leader?</p>	<p>We are learning:</p> <ul style="list-style-type: none"> ● how being a leader is an important job and comes with responsibilities ● that religions have leaders whose example is still followed today ● to think about how leaders might have certain characteristics linked to thinking about others or following God ● that Jesus is a leader for Christians. ● think about how they themselves

		<p>(link to Science curriculum)</p> <ul style="list-style-type: none"> • Think about what makes something special? <p>Vocab: Planet, World, Plastic, Future, Citizens, Impact, Damage Spoil, Problem, Creation, Creator Gifts, Care, Responsibility, Alive Special, Unique, Animal names.</p>		<p>looking after our world</p> <ul style="list-style-type: none"> • that most Christians, Jews and Muslims try to copy God's love for the world in how they treat it • about TuB'Shvat, the birthday of the trees (Jewish) • how to demonstrate appreciation for what we have <p>Vocab: Human, Natural, Environment, Preserve, Conserve, Passion, Responsibility, Gratitude, Thanksgiving, Festival, Qur'an, Khalifah.</p>		<p>can be influenced by the example of others & influence others</p> <p>Vocab: Leader, Example, Follower, Disciple, Leadership.</p>
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Knowledge and Skills Progression

Area of Learning	Reception 	Year 1 	Year 2
Know about and understanding (Learning about religion)	<ul style="list-style-type: none"> • talk about the different places where I belong e.g. family, clubs etc. • recognise how I am part of my school community • talk about how a new baby is welcomed – and why it's important • talk about how different people 'belong' to other communities (e.g. a church, synagogue or mosque community) • respond to stories about important religious people and leaders • Recognise that birthdays are important and that I celebrate my birthday once a year • recognise how and why some festivals are celebrated • recognise that what I know about celebrations can help me to understand what's important to different people • identify a time that is special to me • recognise a time that is special to others • say why another place may be special for someone else 	<ul style="list-style-type: none"> • Suggest meanings for some Biblical images of God. • Talk about some Christian beliefs about what God is like. • Talk about how (and why) some people like to say thank you to God for the harvest by holding a harvest festival. • Recognise the similarities and differences between ideas and practices relating to the celebration of harvest recognise that important elements of Harvest are gratitude and sharing. • Retell the main events of the story using religious vocabulary. • Identify something about Christmas that would be important to Christians. • Retell events from Jesus' life. Identify which events show Jesus is 	<ul style="list-style-type: none"> • Explain what some symbols means and which religion or belief they belong to. • Identify similarities and differences in symbols from different religions and beliefs. • Retell stories from the Bible to others and identify what 'part' God plays in the story. • Suggest some things that Christians might learn from the Bible. • Talk about what a clue means in relation to the story (and perhaps also Christmas traditions). • Suggest what some of Allah's names might mean & why they might be 'beautiful' to a Muslim. • Explain how the different prayer positions might help a Muslim to pray. • Describe why Muslims wash before praying. • Recognise some symbols within a church and suggest what they mean.

	<ul style="list-style-type: none"> • I can recognise that some books are special to different faith groups e.g. the Bible, Torah and Qur'an • respond to stories from the Bible and from other beliefs and cultures • name the important people in some religious stories • suggest why a religious artefact might be special • recognise that some people go to special buildings to think and learn about God • talk about other places where people can talk to God 	<p>like God. Recognise that Jesus' miracles raise puzzling questions.</p> <ul style="list-style-type: none"> • Retell a parable told by Jesus • Suggest what they think the meaning of a parable is. Understand that Jesus told parables to teach people important truths. • Suggest meanings for the symbols connected with the story of Easter (e.g. eggs, Hot cross buns). • Suggest why an egg is a good symbol for new life or what Christians believe about new life. • Identify some things that Jews learn from the Torah. Identify possible meanings for the commandments that God gave to Moses. • Suggest why light is used to symbolise God's presence in the synagogue. • Identify key symbols of the Shabbat meal and suggest what they mean. • Suggest what makes Shabbat a day of rest, or how it might help Jewish families to feel closer to God • Retell the creation story. Identify the different things that people believe about our world. 	<ul style="list-style-type: none"> • Identify how Christians show that God is important. • Retell stories about how people were changed by meeting Jesus. • Identify possible meanings for stories / religious words / art. • Suggest why Christians call Jesus 'Saviour'. • Suggest what different symbols mean e.g. parts of an Easter Garden. • Use the elements of an Easter Garden to retell the story. • Begin to show awareness of similarities and differences in the way people pray. • Suggest why some people might pray and others might not. • Suggest meanings for religious language and expression. • Demonstrate how the Qur'an should be treated and suggest why this might be. • Retell stories about Muhammad and suggest what people might learn from them or what made Muhammad a good leader. • Identify how peace and respect are important to Muslims.
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		<ul style="list-style-type: none"> ● Suggest why they think Christians, Jews and Muslims and people who are not religious believe they should care for the world we live in. 	
<p>Expressing beliefs, ideas and insights (Learning from religion)</p>	<ul style="list-style-type: none"> ● recognise what makes me special and unique ● suggest what makes other people special and unique ● show that I can be sensitive to the needs and feelings of others through my actions ● talk about my own favourite stories and say why they are special ● show an awareness that stories teach us things ● begin to relate ideas from stories to my own life ● identify something that is special to me ● say how I would look after something special ● identify a memory that is special to me ● identify something that is special to others ● say why something is special ● recognise and celebrate my own and others' creativity ● identify things in the natural world that I think are 'wonderful' ● be thankful for the world around us 	<ul style="list-style-type: none"> ● Sensitively articulate their own beliefs / ideas connected with images of God. ● Discuss and suggest reasons why some people want to help others suggest reasons why Harvest is a time to be thankful and share. ● Give a reason for what's important to them about Christmas talk about the different people in the story and how they might have felt at different times. ● Talk about experiences from Jesus' life that they can identify with e.g. choosing friends, being lost / losing someone ask questions about Jesus' life. ● Sensitively express their own ideas about the themes of parables e.g. being lost or helping others. Talk about what's important in the parable – for them and for others. ● Identify with different people within the Easter story and correctly talk about the range of emotions involved. 	<ul style="list-style-type: none"> ● Consider why symbols might have value for another person. ● Talk about the puzzling aspects of the clues in the Christmas story. ● Identify how people in the Nativity accounts might be feeling / thinking about Jesus and why. ● Suggest what it means to treat someone or something with respect. ● Discuss how Muslims show respect for Allah in prayer. ● Suggest which aspect of 'church' might be most important to them, or to a Christian. ● Respond with sensitivity to the experience of being in a church. ● Respond sensitively to the idea of 'rescue', making relevant comments in the context of stories and discussions.

	<ul style="list-style-type: none"> • say why I think some people say God made the world • say what I think about our world • show that I can care for the world around me e.g. watering plants • talk about my home and my belongings • say why a place is special for me 	<ul style="list-style-type: none"> • Explain what it means to treat something with respect and suggest why the Torah is valued by Jews. • Identify why rest is important. Talk about what's important in their family at weekends. Suggest what makes Shabbat a special family time. • Respond to the world with a sense of wonder and appreciation. • Realise that some questions about creation are difficult to answer. • Suggest why & how they should demonstrate care for their environment 	<ul style="list-style-type: none"> • Discuss how people who met Jesus might have felt before, during and after. • Demonstrate respect & sensitivity for the feelings / thoughts / beliefs of others in the way that they talk. • Respond sensitively to the views of others and give reasons why prayer might be important to someone and not to others. • Recognise that some questions about prayer are puzzling • Demonstrate how the Qur'an should be treated and suggest why this might be • Retell stories about Muhammad and suggest what people might learn from them or what made Muhammad a good leader. • Identify how peace and respect are important to Muslims.
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Vocabulary Progression

Reception	Year 1	Year 2
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special people	Ministers, priests, Rabbi, Reverend, christians, Jewish people	Muslims
special places, places of worship	Churches, Synagogues, Temples	Mosques
Special objects	religious artefacts, hanukkah, menorah, cross, font, pulpit, shabbat candles, havdalah candle, spice box, kiddush cup	prayer mat, Quran stand
special books	Bible, Torah scrolls	Quran
special celebrations- Harvest, Christmas, Easter, Diwali	Christmas, Advent, Easter, Shabbat, Hanukkah, Eid, Harvest	christmas, Advent, Lent, Easter, Shabbat, Hanukkah, Eid, Harvest
Special Names	God, Jesus, prophets	Allah and 99 names, prophet Muhammed