

Progression of RE

Subject content	<p>EYFS:</p> <p>Development matters: Understanding the world</p> <ul style="list-style-type: none"> Understand that some places are special to members of their community. Recognise that people have different beliefs and celebrate special times in different ways. Recognise some similarities and differences between life in this country and life in other countries. <p>ELG: People, Culture and Communities (Understanding the world) - 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> <p><u>AT 1: Learning about Religion and Belief:</u> Beliefs, Values and Teaching. Religious Practices and Ways of Religious Life. Ways of Expressing Meaning.</p> <p><u>AT 2: Learning from Religion and Belief:</u> Questions of Identity, Diversity and Belonging. Questions of Values and Commitments, Purpose and Truth.</p> <p>KS1:</p> <p><u>AT1 – learning about religion and belief:</u> Enquiring into, investigating and understanding religions and beliefs. This includes thinking about and interpreting religious beliefs, teaching, sources, practices, ways of life and ways of expressing meaning with reference to the specific beliefs and religions studied.</p> <p><u>AT2 – leaning from religion and belief:</u> Questioning, exploring, reflecting upon and interpreting human experience in the light of religions and beliefs studied. This includes communicating reflections, responses and evaluations about questions of identify, belonging, diversity, meaning, purpose, truth, values and commitments, making increasingly insightful links to the specific religions studied.</p>		
Skills/knowledge	Reception	Year 1	Year 2
AT1 knowledge and skills			
Religious Life and belonging	<p>To explore the different beliefs and practices of Christianity and another religion. E.g. weddings and babies.</p> <p>To begin to know about different religious festivals, e.g. Christmas, Diwali.</p> <p>To experience what makes a church a special place for Christians, e.g. Trinity Church.</p>	<p>To become familiar with the special times (religious festivals) of Christianity, Islam and Hinduism. E.g. Harvest, Ramadan, Christmas, Diwali.</p> <p>Begin to know what makes a church a special place for Christians e.g. All Saints Church Hartford.</p>	<p>Compare the different practices of Christianity and Islam E.g. daily prayer, grace etc.</p> <p>To compare similarities and differences of special times (religious festivals) of Christianity, Islam and Hinduism. E.g. Eid ul Fitr, Diwali and Christmas.</p> <p>To know what makes a church a special place for Christians e.g. All Saints Church Huntingdon/St Marys Church.</p> <p>To know what makes a mosque a special place for Muslims e.g. Visit to Peterborough mosque,</p>
Special books	<p>With support, to begin to recall a religious story. E.g. Christmas, Noah's Arc and Mohammed and the Crying Camel</p>	<p>To respond and order some of the religious and moral stories from the bible and the Qur'an, special book or religion other than Christianity. E.g. Diwali and Christmas.</p> <p>To begin to compare similarities and differences between stories of different faiths, e.g. Christian and Muslim creation stories.</p>	<p>To retell some of the religious and moral stories from the bible and the Qur'an, e.g. Easter, Moses/David and Goliath/Jonah (old testament) and the Prophet and the Ants.</p> <p>To know why the bible is important to Christians and the Qur'an is important to Muslims.</p>

			To compare similarities and differences between stories of different faiths (as above).
Religious people	To explore how different people celebrate different aspects of religion. E.g. weddings and babies.	To show how different people celebrate different aspects of religion. E.g. Christmas, harvest, Diwali, Mary Jones, Christians in sport. To begin to know who Jesus was and why he is important to Christians. To explore miracles in religious stories about Jesus.	To begin to understand what it looks like to be a person of faith. E.g. harvest, being a Muslim, Mary Jones, Christians in sport etc. To know who Jesus was and why he is important to Christians. To know who the Prophet Mohammed was and why he is important to Muslims.
Religious literacy	To know some key words and vocabulary related to Christianity and at least one other religion.	To be familiar with more key words and vocabulary related to Christianity and at least one other religion.	To begin to use key words and vocabulary related to Christianity and at least one other religion.
AT2 knowledge and skills (in relation to our intent, we will focus on children's sense of identify, belonging, asking challenging questions and becoming respectful citizens).			
Morals and meanings	To listen to and explore the meanings behind different beliefs and practices.	To begin to talk about and find meanings behind different beliefs and practices.	To talk about and find meanings behind different meanings and practices.
Religious stories	To hear the meanings of some religious and moral stories.	To begin to suggest meanings of some religious and moral stories.	To suggest meanings of some religious and moral stories.
Religious questions	To begin to ask or respond to questions about what individuals and faith communities do. E.g. what, where, when	To ask and respond to questions about what individuals and faith communities do with support . E.g. what, where, when, why.	To ask and respond to a greater range of questions about what individuals and faith communities do. E.g. how and why
Expressing own ideas	To begin express own ideas creatively	To express own ideas creatively	To express own ideas, opinions and talk about their work creatively using a range of different medium.

How will we implement RE in our school?

- Planned discrete teaching of RE each half term is delivered through whole school **RE theme days (1.5 days per ½ term inc phonics/reading/maths gym for KS1, 1 day for Year R)**.
- Reception units are planned using 'The Agreed Syllabus for Religious Education in Cambridgeshire' old exemplification document.
- KS1 units are planned using the **2018-2023 Agreed Syllabus for Cambridgeshire**.
- All units include **pertinent questions** to support enquiry and build upon previous units taught.
- A minimum of **36 hours of RE** is taught across the school year for KS1 and **30 hours** minimum for Reception.
- **Christianity** is predominantly taught in RE theme days alongside additional **faiths** pertinent to our children to provide an understanding and respect of other faiths. E.g. Islam.
- Cross curricular links with RE through **enquiry** made where relevant.
- **Evidence** of RE can be seen in individual pupil RE/PSHE books in KS1, on Tapestry, our whole school RE display and on RE medium term planning.
- **Visits** to local places of worship provide links with local community. E.g. all year groups visit a Christian place of worship, Year 2 visit to mosque.
- Each term we welcome **visitors** from local places of Worship to share religious festivals pertinent to our local community. E.g. Easter, Advent, Christmas, Mothering Sunday.
- **Whole school collective worship assemblies** linked to religious/seasonal festivals and celebrations, e.g. Advent, Diwali, Harvest, Mothering Sunday, Easter etc