



## Subject Area: RE

### **EYFS**

RE Objectives most closely linked to learning within the EYFS Framework (2021) and Development Matters come from;

#### Personal, Social and Emotional Development (PSED)

Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably.

#### Understanding the World (UTW)

Children develop an understanding of the world through guidance in making sense of their physical world and their community. Children will learn through their own personal experiences and by listening to a broad selection of stories, non-fiction, rhymes and poems, which will foster their understanding of our culturally, socially, technologically and ecologically diverse world. These opportunities will also enrich and widen the children's vocabulary and support the development of early literacy skills.

### **KS1**

RE has a special position in schools; it is not part of the National Curriculum, but there is a legal requirement that RE is taught in all state-funded schools and academies. The Agreed Syllabus (Bournemouth, Poole & Christchurch) reflects the fact that Christianity is the main religious tradition in the country, while taking account of the teaching and practices of other religions and world views represented in the United Kingdom. At St Clement's and St John's C of E School, Christianity will be the main religion studied, helping pupils understand the Christian ethos that underpins our school.

The purpose of RE teaching is to develop pupils' knowledge and understanding of Christianity, other principal religions and other religious traditions. It aims to nurture pupils' awareness and understanding of beliefs, teachings, practices and forms of expression and to help them understand how these contribute to people's identity, sense of belonging, values and commitments. The teaching of RE also aims to encourage pupils to develop their own sense of identity and belonging, to enable them to flourish individually within their communities and to act with personal responsibility and as citizens in a pluralistic and global community.

Note: the knowledge and Skill statements are taken from the building blocks of core knowledge and the 'digging deeper' aspects of the spiral curriculum 'Understanding Christianity'.

Understanding Christianity focuses on the following three areas of learning;

- Text - knowing the relevant parts of the bible
- Impact - knowing some of the ways it affects Christians
- Connections - Recognising how this knowledge relates to my own life

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Skills Progression

SKILL:	EYFS To have a relationship with self, others, the world and beyond.	Year 1	Year 2
<b>God</b>	<p><b>Aut 1</b> I can learn ...</p> <ul style="list-style-type: none"> <li>• about events in their life that make them feel special (RE)</li> <li>• Recognise some religious words: worship, church, prayer, pray, God, Jesus, Bible (RE) (receptive language)</li> <li>• Learn the word God is a name</li> <li>• <b>Learn God is important to Christians</b></li> <li>• Use prayer as a way of talking to God</li> <li>• <b>Learn worship is a special time in the school day.</b></li> </ul> <p>.....</p> <p><b>Summer 2</b></p> <ul style="list-style-type: none"> <li>• Learn some places are special to members of their community. (RE)</li> <li>• <b>Recite the school prayer.</b></li> <li>• REVISIT Talk about somewhere that is special to them, saying why.</li> <li>• REVISIT Learn about God from stories in the bible</li> </ul>		<p>I can learn that ...</p> <ul style="list-style-type: none"> <li>• <b>Christians believe God is loving, kind and fair (Impact)</b></li> <li>• Christians try to live in ways that please God (<i>Impact</i>)</li> <li>• Christians praise God to thank Him and celebrate His goodness (<i>Impact</i>)</li> <li>• the Psalms are like poems and songs and many are praise to God (<i>Text</i>)</li> </ul> <p>I can ...</p> <ul style="list-style-type: none"> <li>• <b>talk about ways in which Christians try to please God (e.g. telling the truth, looking after the world and others etc)</b></li> <li>• talk about people who praise me and why, who I praise and what praise is (<i>Connections</i>)</li> <li>• talk about who I might worship or look up to and to know that it is a personal choice (<i>Connections</i>)</li> </ul>
Key Vocabulary	<p>I can recognise some religious words, <b>God, Jesus, Christians, prayer, pray, worship, church, bible</b>, thank you, please, sorry, <b>School values; confident, compassionate, creative, curious (Receptive language)</b></p>		Psalms, <b>praise</b>

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Skills Progression

<p>Creation</p>	<ul style="list-style-type: none"> <li>• <b>Learn Christians believe that God is the creator of the universe, including the people.</b></li> <li>• <b>Understand some of the creation story (e.g. what God made)</b></li> <li>• Learn about God from stories in the Bible</li> <li>• Know Christians believe that Easter is a happy celebration because Jesus did not stay dead</li> </ul>	<p>I can learn that ...</p> <ul style="list-style-type: none"> <li>• <b>Christians believe that the Earth and everything in it is created by God and important to him</b></li> <li>• <b>Christians believe that humans should care for the world because it belongs to God (Impact)</b></li> <li>• God has a unique relationship with human beings as their creator (Impact)</li> </ul> <p>I can...</p> <ul style="list-style-type: none"> <li>• <b>retell <u>some</u> key parts of the Creation Story (Text) e.g., God said 'Let there be Light and there was'; Let there be trees and plants and there was'; on the seventh day God rested</b></li> <li>• talk about what 'being a creator' means (Connections)</li> </ul>	
<p>Key Vocabulary</p>	<p><b>create, creator, creation, universe, world,</b></p>	<p><b>creator, creation, universe, creation, Old Testament</b></p>	
<p>Incarnation</p>	<ul style="list-style-type: none"> <li>• Talk about somewhere that is special to them, saying why.</li> <li>• Understand that people have different beliefs and celebrate special times in different ways e.g. Diwali. (RE)</li> <li>• Recognise that some religious people have places which have special meaning for them.</li> <li>• <b>Know Christians believe that Jesus is God's Son</b></li> <li>• Know Christians celebrate the birth of Jesus at Christmas time</li> <li>• Know Christians believe Jesus was born as a baby in Bethlehem</li> <li>• <b>Retell parts of the nativity story, with support, in words or pictures.</b></li> <li>• Talk about how they celebrate Christmas or another celebration.</li> </ul>	<p>I can learn that ...</p> <ul style="list-style-type: none"> <li>• Christians believe that Jesus came to show that all people are precious and special to God (Impact)</li> <li>• <b>stories of Jesus' life come from the Bible (Text)</b></li> <li>• Christians believe that Jesus' birth was extraordinary because lots of unusual things happened e.g., there were angels in the sky and people had special dreams (Impact)</li> <li>• <b>Christians believe that Jesus' birth was extraordinary because the baby Jesus was sent from God (Impact)</b></li> <li>• that stories of Jesus's life come from the Bible and how they fit into the 'Bible's Big Picture'.</li> </ul> <p>I can ...</p> <ul style="list-style-type: none"> <li>• <b>retell key parts of the Nativity story (Text)</b> <ol style="list-style-type: none"> <li><b>1. Angel visits Mary</b></li> <li><b>2. Mary and Joseph's journey to Bethlehem</b></li> <li><b>3. Inn Keeper and the stable</b></li> <li><b>4. Jesus is born</b></li> <li>5. Angels on hillside</li> <li>6. Shepherds visit</li> </ol> </li> <li>• give examples of ways Christians use the nativity story to guide their actions at Christmas (Impact)</li> </ul>	<p>I can learn that ...</p> <ul style="list-style-type: none"> <li>• <b>Christians believe that Jesus is God (Impact)</b></li> <li>• <b>Advent is a time for getting ready for Jesus' coming (Text)</b></li> </ul> <p>I can ...</p> <ul style="list-style-type: none"> <li>• <b>give at least one reason why I think Christmas is important to Christians (Impact)</b></li> <li>• <b>_talk about how Christians might celebrate Advent (e.g., light advent candles or create Christingles) (Impact)</b></li> </ul>

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Skills Progression

Key Vocabulary	special, son, Christmas, birth, Bethlehem, Mary, Joseph, stable, Shepherd, star, Wise Men, donkey, nativity, Angel, celebrate	extraordinary, guide, incarnation, New Testament	advent, Christingles, candle, incarnation, New Testament
Gospel	<p><i>Note: This unit is not explicitly within the Gospel unit, as this is not covered in EYFS. This unit comes from EYFS Incarnation Digging Deeper.</i></p> <ul style="list-style-type: none"> <li>I Use some religious words: God, Jesus, prayer, worship, church, Bible (RE) (<i>expressive language</i>)</li> <li><b>Know Jesus teaches us to love one another.</b></li> <li>Explain what the parable 'The Lost Sheep' is teaching Christians, with support, when the it is read to me</li> </ul>	<p>I can learn that ...</p> <ul style="list-style-type: none"> <li><b>Christians believe that Jesus came to bring good news for everyone (Impact)</b></li> <li>the key concept of 'gospel' is learning about forgiveness (<i>Text</i>)</li> <li>the story of The Calling of Matthew teaches Christians about how Jesus welcomes everyone.</li> <li>The story of Peter's Betrayal teaches Christians about how God loves and forgives everyone who is sorry. (<i>Text</i>)</li> </ul> <p>I can ...</p> <ul style="list-style-type: none"> <li><b>talk about ways in which the church spreads the good news from the gospel (Impact)</b></li> <li>talk about what Christians can learn from these gospel stories, with support: <i>The Calling of Matthew the Tax collector; Jesus Forgives Peter (Impact)</i></li> <li>I know that Jesus gives instructions about how to behave and find peace.</li> </ul>	<p>I can learn that ...</p> <ul style="list-style-type: none"> <li><b>Christians use bible stories and parables to help them understand about following God. (Impact)</b></li> <li><b>Christians are thankful to God for all the good that he does (Impact)</b></li> <li>the Story of the ten Lepers teaches Christians about being thankful to God and to others (<i>Text</i>)</li> <li>Christians believe that God can sometimes answer prayers and this can happen in lots of different ways (<i>Impact</i>)</li> </ul> <p>I can ...</p> <ul style="list-style-type: none"> <li>talk about things that Christians might be thankful to God for (<i>Impact</i>)</li> <li>retell the key points of the lepers' story (<i>Text</i>)</li> <li>talk about things that I am thankful for (<i>Connections</i>)</li> <li>share some good news in relation to our school values (creativity, curiosity, confidence and compassion) (<i>Connections</i>)</li> <li>talk about how I feel when I hear some good news (<i>Connections</i>)</li> </ul>
Key Vocabulary	special, teaches, story, parable, compassion	Gospel, betrayal, forgiveness, teaches, good news, New Testament	thankful, Lepers, gospel, New Testament, parables

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<p>Salvation</p>	<ul style="list-style-type: none"> <li>• Know Jesus helped people by the things he did</li> <li>• <b>Know Christians celebrate the birth of a new baby by a christening or dedication service.</b></li> <li>• Know what happens at a traditional Christian infant baptism and dedication. (RE)</li> <li>• Know what happens when a baby is welcomed into a religion other than Christianity. (RE)</li> <li>• Know Jesus was killed on a cross</li> <li>• <b>Retell some key parts the Easter story, with support, in words or pictures</b></li> </ul>	<p>I can learn ...</p> <ul style="list-style-type: none"> <li>• How Christians remember and celebrate Jesus' last week at Easter (<i>Text</i>)</li> <li>• <b>Christians believe Jesus rose from the dead giving hope of a new life (<i>Impact</i>)</b></li> <li>• Christians believe Jesus builds a bridge between God and Humans (<i>Impact</i>)</li> </ul> <p>I can ...</p> <ul style="list-style-type: none"> <li>• <b>retell key parts of the Easter story (Palm Sunday, Last supper, good Friday, Easter Sunday), in words or pictures (<i>Text</i>)</b></li> <li>• know that Easter and Salvation is part of a 'big picture' of the Bible.</li> <li>• talk about other signs of new life that happen in the spring time (<i>Connections</i>)</li> </ul>	<p>I can learn that ...</p> <ul style="list-style-type: none"> <li>• <b>Easter is important in showing Christians that Jesus was willing to forgive all people (<i>Impact</i>)</b></li> <li>• Christians try to follow Jesus's example in life by helping those that are suffering (<i>Impact</i>)</li> <li>• _Christians believe that Jesus' dying was God's rescue mission offering forgiveness and friendship with God to all (<i>Impact</i>)</li> </ul> <p>I can ...</p> <ul style="list-style-type: none"> <li>• <b>retell the Easter story, with accurate detail (<i>Text</i>)</b></li> <li>• to identify the key parts of the Easter Story (<i>Text</i>)</li> <li>• talk about ways that Christians may help other who are suffering (<i>Impact</i>)</li> <li>• _identify symbols that are important to me and why (<i>Connections</i>)</li> <li>• talk about why it might sometimes be difficult to forgive others</li> <li>• explain how I feel when I forgive someone (<i>Connections</i>)</li> </ul>
<p>Key Vocabulary</p>	<p>help, helped, rescue, cross, Easter, died,</p>	<p>forgive, rose (from the dead), Palm Sunday, Last Supper, bread and wine, betrayed Good Friday, new life, salvation, New Testament</p>	<p>example, suffering, symbols, salvation, New Testament</p>

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Judaism		<p>I know that ...</p> <ul style="list-style-type: none"> <li>• <b>Shabbat is a sacred/special time for Jewish families</b></li> <li>• Shabbat celebrates the day that God rested after creating the world</li> <li>• Shabbat celebrations begin on Friday evening and end on Saturday evening every week</li> <li>• Jewish families prepare for Shabbat by cleaning the house and preparing special food</li> <li>• <b>Jewish people celebrate Shabbat by sharing a special meal with their families.</b></li> <li>• the Challah Bread is special because it is sweet and reminds Jewish people that Shabbat is special</li> <li>• Jewish people should not work during Shabbat</li> <li>• Jewish people visit the synagogue on Saturday</li> </ul> <p>I can ...</p> <ul style="list-style-type: none"> <li>• <b>describe ways in which a Jewish child would celebrate Shabbat (e.g., spending time with the family, sharing special food)</b></li> <li>• talk about why Shabbat is a special time for Jewish Children</li> <li>• name items linked to the Shabbat Meal (e.g., Kiddush cup, challah bread, candles)</li> <li>• make links between Jewish and Christian celebrations (e.g., sharing food, sharing bread and wine)</li> <li>• create a thank you prayer for a special celebration</li> </ul>	
Key Vocabulary		<p><b>Shabbat</b>, sacred, <b>Jewish</b>, challah bread, <b>Synagogue</b>, star of David, Torah/scrolls, kiddush cup, Shabbat Shalom</p>	
Islam			<p>I know that ...</p> <ul style="list-style-type: none"> <li>• <b>a Muslim is a follower of the religion Islam</b></li> <li>• Muslims worship Allah</li> <li>• Muslims believe that Allah created the Universe</li> <li>• a Muslims place of worship is a Mosque</li> <li>• a Muslim's Holy Book is called the Qur'an</li> <li>• <b>Muslim's have a commitment to pray 5 times a day</b></li> <li>• a commitment is promise to do something</li> <li>• Muslims pray at sunrise, midday, afternoon, sunset, night time</li> <li>• Muslims pray 5 times a day because the Prophet Mohammed did this</li> </ul>

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			<ul style="list-style-type: none"> <li>• Muslims must always wash before they pray and take off their shoes and this is called Wudu</li> <li>• Muslims all face the same way, towards Mecca during prayer</li> <li>• the Qur'an is written in Arabic</li> <li>• Muslims believe that there are 5 duties that every Muslim must do (the five pillars)             <ul style="list-style-type: none"> <li>- Shahadah (Testimony of Faith)</li> <li>- Salaah (Prayer)</li> <li>- Zakah (Charity)</li> <li>- Sawm (Fasting in Ramadhan)</li> <li>- Hajj (Pilgrimage to Mecca)</li> </ul> </li> </ul> <p>I can ...</p> <ul style="list-style-type: none"> <li>• explain what would happen at a Mosque</li> <li>• <b>begin to explain why the Five Pillars of Islam are important to Muslims</b></li> <li>• talk about the commitments I have in my life</li> <li>• explain what happens during Wudu (e.g. wash hands, arms and feet)</li> <li>• identify some of the key features of a Mosque (Tasbih Beads, Mihrab, Minaret)</li> </ul>
Key Vocabulary			<p><b>Muslim, Islam, Allah, Mosque, Qur'an, commitment, Prophet, Wudu, Mecca, Arabic, duties, pillars, shahadah, salaah, zakah, sawm, hajj, tasbih, beads, mihrab, minaret</b></p>

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Skills Progression

Units Covered	<b>Autumn 1</b>	<b>Who is Father God?</b> Introduction to Father God/ prayer/ Worship.	<b>Creation</b> <i>Understanding Christianity, Unit: 1.2</i> Who made the world?	<b>God</b> <i>Understanding Christianity, Unit: 1.1</i> What do Christians believe God is like?
	<b>Autumn 2</b>	<b>Incarnation</b> <i>Understanding Christianity, Unit: F2</i> Why does Christmas matter to Christians?	<b>Incarnation.</b> <i>Understanding Christianity, Unit: 1.3</i> Why does Christmas matter to Christians?	<b>Incarnation.</b> <i>Understanding Christianity, Unit: 1.3</i> How does the gift of Jesus influence Christian's choices at Christmas.? <i>Digging Deeper</i>
	<b>Spring 1</b>	<b>Gospel: What makes everyone unique and special?</b> <i>Understanding Christianity, Unit: F2</i> Digging Deeper <ul style="list-style-type: none"> <li>• <b>Know Jesus teaches us to love one another.</b></li> </ul>	<b>Gospel</b> <i>Understanding Christianity, Unit: 1.4</i> What is the good news that Jesus brings?	<b>Gospel</b> <i>Understanding Christianity, Unit: 1.4</i> In Jesus' teaching, what matters most of all? <i>Digging Deeper</i>
	<b>Spring 2</b>	<b>Salvation</b> <i>Understanding Christianity, Unit: F3</i> Why do Christians put a cross in an Easter garden?	<b>Salvation</b> <i>Understanding Christianity, Unit: 1.5</i> Why does Easter matter to Christians?	<b>Salvation</b> <i>Understanding Christianity, Unit: 1.5</i> Do you think it was easy for Jesus to forgive on the cross? <i>Digging Deeper</i>
	<b>Summer 1</b>	<b>God/Creation</b> <i>Understanding Christianity, Unit: F2</i> Why is the word God important to Christians?	<b>Judaism</b> Why is Shabbat important to Jewish children?	<b>Islam</b> Does praying at regular intervals help a Muslim in their life?
	<b>Summer 2</b>	Prayer: Recite and know about the school prayer. God's book: Learn more about God from stories in the bible.	<b>Judaism</b> Why is Shabbat important to Jewish children?	<b>Islam</b> Why are the Five Pillars important to Muslims?