



EYFS progression map from Nursery (3-4 years) to the end of Reception

Area of Learning: Personal, Social and Emotional Development Educational Programme from the EYFS framework: Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Concept: Building Relationships					
Area of Learning: Understanding the World Educational Programme from the EYFS framework: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension. Concept: Past and Present, People and Communities					
EYFS Vocabulary: special, family, love, friends, light, baptism, birthday, Jesus, Christian, Muslim, nativity, church, mosque, celebration					
Nursery					
Autumn		Spring		Summer	
Our Special Families Harvest Festival The Christmas Story		Chinese New Year Shrove Tuesday Mother’s Day Easter – Signs of new life		Love and friendships Eid	
Nursery’s curriculum ensures all relevant skills from the Development Matters Pathway are met through the inclusion of stories, celebrations, circle times, adult directed activities, continuous and enhanced provision and activities planned in response to children’s needs.					
Development Matters Pathway					
Personal, Social and Emotional Development <i>Develop their sense of responsibility and membership of a community.</i>			Understanding the World <i>Continue to develop positive attitudes about the differences between people.</i>		
Reception					
Autumn 1 F1 Which stories are special and why?	Autumn 2 F4 Which times are special and why?	Spring 1 F3 Which places are special and why?	Spring 2 F2 Which people are special and why?	Summer 1 F5 Where do we belong?	Summer 2 F6. What is special about our world?
Development Matters Pathway					
Personal, Social and Emotional Development <i>See themselves as a valuable individual. Think about the perspectives of others.</i>			Understanding the World <i>Talk about members of their immediate family and community. 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.</i>		



<p>Early Learning Goal: Personal, Social and Emotional Development: Building Relationships Children at the expected level of development will:</p> <ul style="list-style-type: none"> Show sensitivity to their own and others' needs. 	<p>Early Learning Goal: Understanding the World: Past and Present Children at the expected level of development will:</p> <ul style="list-style-type: none"> 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. <p>Understanding the World: People and Communities Children at the expected level of development will:</p> <ul style="list-style-type: none"> 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.
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The principle aim of RE is to engage pupils in systematic enquiry into significant human questions which religion and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses to their own.								
Key Stage 1	1.1 Who is a Christian and what do they believe?	1.2 Who is a Muslim and what do they believe?	1.3 Who is a Jew and what do they believe?	1.4 What can people learn from sacred books?	1.5 What makes some places sacred?	1.6 How and why do we celebrate special and sacred times?	1.7 What does it mean to belong to a faith community?	1.8 How should we care for others and the world, and why does it matter?
Believing Religious beliefs, teachings, sources; questions about meaning purpose and truth	✓	✓	✓	✓				
Expressing Religious and spiritual forms of expression; questions about identity and diversity					✓	✓		
Living Religious practices and ways of living; questions about values and commitments							✓	✓

Key Stage 1 RE ARE			
A. Know about and understand a range of world views.	A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them.	A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.	A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities
B. Express ideas and insights about the nature, significance and impact of religions and worldviews.	B1. Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.	B2. Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.	B3. Notice and respond sensitively to some similarities between different religions and worldviews.
C. Gain and deploy skills needed to engage seriously with religions and worldviews.	C1. Exploring questions about belonging, meaning and truth so that they can express their own ideas and opinions in response to words, music, art and poetry.	C2. Find out and respond with ideas to examples of cooperation between people who are different.	C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.

[illegible]



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	<ul style="list-style-type: none"> •developing insight into personal experience and religion •distinguishing between opinion, belief and fact •linking significant features of religion together in a coherent pattern 							
Knowledge and Understanding	<ul style="list-style-type: none"> •Talk about the fact that Christians •believe in God •Talk about the fact that Christians try •to do what Jesus taught they should do •Recognise symbols, pictures and •words that Christians use to describe God •Share some of their own ideas about God 	<ul style="list-style-type: none"> •Talk about the why places of worship are important to the local community. •Talk about what happens at the Church •Talk about what happens at the Mosque •Talk about what happens at the Church •Identify three objects that are used in worship in the church •Identify three objects that are used in worship in the mosque •Identify three objects that are used in worship in the synagogue 	<ul style="list-style-type: none"> •Identify a special time they celebrate and describe its importance. •Explain simply what celebration means •Describe who Christians think Jesus is (A2) 	<ul style="list-style-type: none"> •Talk about what is special and of value about belonging to a group that is important to them •Show an awareness that some people belong to different religions 	<ul style="list-style-type: none"> •Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad •Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr •Recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like 	<ul style="list-style-type: none"> •Talk about the fact that Jewish people believe in God •Recognise some ways that Jewish people remember God •Say some ways that Jewish people remember God and stories involving God through stories and actions at Chanukah and Shabbat •Choose some objects that might be used specifically in a Jewish household. 	<ul style="list-style-type: none"> •Talk about a special book and a holy book •Talk about a story that is used in religion •Talk about the story of the Exodus and consider why Jewish people still remember it •Talk about why people might still tell the story of Prophet Muhammad and the Black Stone •Talk about the story of Jonah and why people still read it •Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books 	<ul style="list-style-type: none"> •Give simple examples of how people are unique and valuable •Describe how it feels when people are not kind •Give examples of some ways Jewish people care for people and the world •Give an example of what Jesus said about the importance of children •Some people look after the world because God is a creator



Whole School Religious Education Scheme

Lower Key Stage 2	L2.1 What do different people believe about God?	L2.2 Why is the Bible important for Christians today?	L2.3 Why is Jesus inspiring to some people?	L2.4 Why do people pray?	L2.5 Why are festivals important to religious communities?	L2.6 Why do some people think that life is like a journey and what significant experiences mark this?	L2.7 What does it mean to be a Christian today?	L2.8 What does it mean to be a Hindu in Britain today?	L2.9 What can we learn from religions about deciding what is right and wrong?
Believing Religious beliefs, teachings, sources; questions about meaning purpose and truth	✓	✓	✓						
Expressing Religious and spiritual forms of expression; questions about identity and diversity				✓	✓	✓			
Living Religious practices and ways of living; questions about values and commitments							✓	✓	✓

Upper Key Stage 2	U2.1 Why do some people think God exists?	U2.2 What would Jesus? (Can we live by the values of Jesus in the 21 st Century?)	U2.3 What do religions say to us when life gets hard?	U2.4 If God is everywhere, why go to a place of worship?	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?	U2.6 What does it mean to be a Muslim in Britain today?	U2.7 What matters most to Christians and Humanists?	U2.8 What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)?
Believing Religious beliefs, teachings, sources; questions about meaning purpose and truth	✓	✓	✓					
Expressing Religious and spiritual forms of expression; questions about identity and diversity				✓	✓			
Living Religious practices and ways of living; questions about values and commitments						✓	✓	✓

Key Stage 2 RE ARE									
A. Know about and understand a range of world views.		A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and rituals which mark important points in life, in order to reflect on their significance.			A2. Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.			A3. Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.	
B. Express ideas and insights about the nature, significance and impact of religions and worldviews.		B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.			B2. Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.			B3. Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.	
C. Gain and deploy skills needed to engage seriously with religions and worldviews.		C1. Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including reasoning, music, art and poetry.			C2. Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.			C3. Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.	
Lower Key Stage 2	L2.1 (Year 3)	L2.2 (Year 3)	L2.4 (Year 3)	L2.7 (Year 3)	L2.3 (Year 4)	L2.5 (Year 4)	L2.6 (Year 4)	L2.8 (Year 4)	L2.9 (Year 4)
Enquiry Question	What do different people believe about God?	Why is the Bible important for Christians today?	Why do people pray?	What does it mean to be a Christian today?	Why is Jesus inspiring to some people?	Why are festivals important to religious communities?	Why do some people think that life is like a journey and what significant experiences mark this?	What does it mean to be a Hindu in Britain today?	What can we learn from religions about deciding what is right and wrong?
Vocabulary	Beliefs, Christians, Hindus, Muslims, God, faith	Bible, connections, describe	Prayer, pray, comfort, challenge, believers, similarities, differences	Faith, beliefs, teachings, express, hymns, worship, Britain, actions	Jesus, teachings, Holy Week, Easter Sunday, Easter	Stories, symbols, beliefs, festivals, Easter, Eid, similarities, differences, worth	Journey, milestones, ceremony, commitment, rituals, believers, community	Hindus, faith, beliefs, teachings, aims, duties, puja, aarti, bhajans	Rules, believers, religions, temptation, inspiration, guided, right and wrong
Skills	<ul style="list-style-type: none"> knowing how to use different types of sources as ways of gathering information, reflecting upon feelings, relationships and experiences explaining concepts, rituals and practices 								

	<ul style="list-style-type: none"> • interpreting religious language • developing the power of imagination to identify feelings such as love, wonder, forgiveness and sorrow • making the association between religions and individual community, national and international life • exploring the positives and negatives of religious and secular beliefs and ways of life • distinguishing between features of different religions • debating issues of religious significance with reference to experience, evidence and argument 								
Knowledge and Understanding	<ul style="list-style-type: none"> • Find out more about Christian metaphors for God. • Think of reasons why some people believe in God. • Identify that the Qur'an guides Muslims in their daily life and teaches them about Allah / God. • Identify beliefs about Hindu gods and goddesses. • Retell and suggest meanings for the story of when Moses was called by God to be a leader. • Look for similarities and 	<ul style="list-style-type: none"> • Recall and name some Bible stories that inspire Christians • Give simple reasons for their own ideas about the story in Genesis 1 and about the beauty of the earth. • Consider questions such as when and why we need forgiveness and why it is hard to forgive others when we are wronged. • Give simple reasons for ideas of their own about temptation. • Identify at least two ways 	<ul style="list-style-type: none"> • Describe what some believers say and do when they pray • Respond thoughtfully to examples of how praying helps religious believers 	<ul style="list-style-type: none"> • Identify three things that Christians do that might identify their faith • Ask questions about what Christians do to show their faith • Ask good questions about Christian worship music and how it shows beliefs • Ask good questions about Holy communion and how it shows beliefs 	<ul style="list-style-type: none"> • Give simple definitions of key Christian terms (e.g. gospel, incarnation, salvation) • Ask questions raised by the stories and life of Jesus and followers today • Give examples of how Christians are inspired by Jesus • Suggest an example of how to treat other people relating to the Feeding of five thousand or the Unforgiving servant 	<ul style="list-style-type: none"> • Give examples of differences between Easter/Divali/Id ul Fitr or Pesach and other non-religious celebrations • Retell the stories behind Easter • Retell the stories behind Id ul Fitr • Retell the stories behind Divali • Retell the stories behind Pesach 	<ul style="list-style-type: none"> • Recall and name two different Christian celebrations of belonging/initiation • Recall and name aspects of a Jewish Bar or Bat Mitzvah ceremony • Recall and name aspects of the Hindu sacred thread ceremony • Recall and name parts of a wedding ceremony for two different religions • Identify at least two promises made at an initiation ceremony for Hindus, Christians or 	<ul style="list-style-type: none"> • Identify and name examples of what Hindus have and do at mandir to show their faith • Identify and name what Hindus do during puja to show their faith • Identify and name examples of what Hindus have and do in their families to show their faith • Ask good questions about do at puja and how it shows Hindu faith 	<ul style="list-style-type: none"> • Retell at least two stories from religions that teach about temptation • Describe what the golden rule is and talk about an example of someone following it • Recall and talk about the ten commandments • Recall and talk about the beatitudes



	<p>differences between two Bible stories about encounters with God, discussing and explaining their ideas</p> <ul style="list-style-type: none"> • Retell the story that the Qur'an was revealed to the Prophet from Allah by the Angel Jibril. 	<p>Christians use the Bible in everyday life</p> <ul style="list-style-type: none"> • Suggest sources of wisdom and guidance in peoples' lives • Give simple reasons for their own views and ideas about what words are wise. 					<p>Jewish people and say why they are important</p> <ul style="list-style-type: none"> • Identify at least two promises made at a marriage ceremony for Hindus, Christians or Jewish people and say why they are important 		
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Upper Key Stage 2	U2.1 (Year 5)	U2.2 (Year 5)	U2.4 (Year 5)	U2.6 (Year 5)	U2.3 (Year 6)	U2.5 (Year 6)	U2.7 (Year 6)	U2.8 (Year 6)
Enquiry Question	Why do some people think God exists?	What would Jesus do? (Can we live by the values of Jesus in the 21 st Century?)	If God is everywhere, why go to a place of worship?	What does it mean to be a Muslim in Britain today?	What do religions say to us when life gets hard?	Is it better to express your beliefs in arts and architecture or in charity and generosity?	What matters most to Christians and Humanists?	What difference does it make to believe in ahimsa (harmlessness), grace and/or Ummah (community)?
Vocabulary	God, understanding, valuable, challenging, Christians	Jesus, followers, interpretations, parables, impact, moral dilemma	Connection believers, places of worship, traditions, functions, community, support, difficult times, people, place	Muslims, five pillars, beliefs, God, Prophet Muhammad, significance, Qur'an, guidance, functions, beliefs, mosque	Religion, believers, hard times, beliefs, life after death.	Religious creativity, value, sacred, generosity, charity, buildings, art, scriptures	Christians, God, fallen, Humanist, values, moral concepts, moral code	Connections, beliefs, behaviour, challenges, ahimsa, grace, Ummah, teachings, wisdom, beliefs, behaviour

Skills	<ul style="list-style-type: none"> • knowing what may constitute evidence • thinking and speaking carefully about religious and spiritual topics • identifying and articulating matters of deep conviction and concern, and responding to religious issues through a variety of media • suggesting meanings of religious texts • seeing the world through the eyes of others, and to see issues from their point of view, deepening understanding of beliefs and practices • identifying key religious values and their connections with secular values • relating learning to life • recognising similarities and distinctiveness of religious ways of life • making links between religion and human experience, including the pupil's own experience • drawing conclusions which are balance, and related to evidence, dialogue and experience 							
Knowledge and Understanding	<ul style="list-style-type: none"> • Give two reasons why some people believe in God, one reason why some people do not believe in God and one reason why some people have not decided. • Define the terms; theism, atheism and agnosticism. • show understanding of the difference between a fact, belief and opinion. 	<ul style="list-style-type: none"> • Give an example of one thing that was part of the 'mission' of Jesus & something that some Christians do because of this • Give an example of Jesus teaching on Love or forgiveness or fairness and justice or generosity and greed linking an example of a Christian following this teaching today • Give their own ideas about the value of Love comparing it to the Christian idea of Love. 	<ul style="list-style-type: none"> • Name the key features of a Church • Name the key features of a Synagogue • Name the key features of a Mandir and worship in the Hindu home • Recount what Hindus say their places of worship are for. • Recount what Jewish people say their places of worship are for • Recount what Christian people say their places of worship are for 	<ul style="list-style-type: none"> • Describe what the five pillars of Islam are • Give examples of how each pillar might affect the life of a Muslim • Identify three reasons why the Qur'an is important to Muslims • Give an example of how following the teaching of the Qur'an might affect what a person does in their life • Describe what the Mosque is used for 	<ul style="list-style-type: none"> • Give a simple definition of the idea of the soul • Give a simple definition of the ideas of heaven • Give a simple definition of the ideas Karma and reincarnation • Consider questions such as What happens when we die? • Ask some questions of my own about life after death and suggest two different answers to the questions 	<ul style="list-style-type: none"> • Respond with ideas of their own to the title question • Find out about religious teachings, charities and ways of expressing generosity • Describe and recount two Muslim teachings about Charity and give an example of how these might affect the behaviour of a Muslim 	<ul style="list-style-type: none"> • Identify the values found in stories and texts • Suggest ideas about why humans can be both good and bad, making links with Christian ideas 	<ul style="list-style-type: none"> • Describe what Ahimsa means to Hindu people • Describe what grace means to Christian people • Describe what the Ummah means to Muslim people • Give examples of the meanings of big ideas in religion • Describe links between Gandhi's beliefs and the way he chose to live his life • Describe a Christian inspirational person exemplified the idea of sacrifice



		<ul style="list-style-type: none">• Give their own ideas about forgiveness comparing it to Christian ideas about forgiveness• Give their own ideas about fairness and justice comparing it to Christian ideas about fairness and justice• Give their own ideas about generosity and greed comparing it to Christian ideas about fairness and justice						<ul style="list-style-type: none">• Respond sensitively to examples of religious practice with ideas of their own• Give some examples of what difference religious commitments make to some people's lives• Describe 3 different ways in which the Muslim Ummah supports Muslim people all over the world
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