



Religious Education Progression of key skills and knowledge

| Skills | Nursery | Reception | Year 1 | Year 2 |
|----------------------------|----------------------|--|--|---|
| Understanding Islam | Eid as a celebration | <p>What does it mean to be a Muslim- where do they go what is special to them- artefacts</p> <p>Eid al fitr and Eid al Adha mehndi on hands, Eid cards</p> <p>Prophet Muhammad and why he is special to Muslims (tiny kittens story)</p> <p>Haj- role play traveling to mecca and walking around the Kaaba</p> | <p>Stories from the Quran and how they teach lessons and morals and give meaning to being a Muslim.</p> <p>What is Ramadan, why it's important and the significance of the moon</p> <p>Festivals celebrated by Muslims- Eid al Fitr and Eid al Adha</p> <p>What it means to belong to Islam- artefacts and clothing, symbols</p> <p>Stories from the Quran that teach about caring</p> | <p>How Muslims welcome babies and the rituals they have</p> <p>The 5 pillars of Islam and why these rules are important</p> <p>The steps to Muslim prayer Salah</p> <p>Allah's creation story</p> |

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| Understanding Christianity | <p>Nativity story</p> <p>Story of Easter</p> | <p>What does it mean to be a Christian- where do they go what is special to them- artefacts</p> <p>Nativity story in more depth</p> <p>How was the world created and why we should look after it?</p> <p>Story of Easter- Jesus died on the cross and was resurrected in church people drink wine and eat bread- blood and body connection</p> <p>Jesus and why he is special to the Christians (feeding the 5000 story)</p> | <p>Nativity story and how the items of now for Christmas related to the story e.g. stars on trees, presents</p> <p>Easter story- Jesus put in a tomb, resurrected, Easter cards</p> <p>The Bible and parables from it and how they teach lessons and morals</p> <p>Harvest festival what a Church does to celebrate and the story of Ruth</p> <p>Celebrations that belong to the Christian religion- weddings, christenings</p> <p>What it means to belong to Christianity- artefacts and clothing,</p> | <p>Easter story- palm Sunday, shrove Tuesday, good Friday, last supper</p> <p>What is a christening and baptism, who is involved</p> <p>The 10 commandments and how they were passed through Moses to the Christians</p> <p>Christian prayer</p> <p>Harvest in terms of being thankful to all the people who help us get food</p> <p>The Christian creation story and the story of Adam and eve</p> <p>What is a calling and what did Jesus do in his life on earth- his</p> |



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| | | | <p>symbols</p> <p>Stories from the bible that teach about caring</p> <p>Messages from god Jesus teachings- Noah's arc, Daniel and lions, Jacob and Isaac</p> | <p>disciples, stories from the bible on miracles</p> |
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| Understanding humanity | <p>Who lives in our homes with us</p> <p>Who is special in my family</p> | <p>Where do we fit in in school and the local community</p> <p>How to be a good helper Why it's important to be kind to our friends</p> <p>Why we should look after our world</p> <p>Who is special to me and special in my community e.g. doctors, vets, wider family</p> | <p>Gifting at Christmas</p> <p>Books can have meanings to you and you look after them and treat with respect</p> <p>Wishes for our community</p> <p>Birthdays and other celebrations- certificates, non-religious weddings, proud assembly</p> <p>How do we show we belong to school and other groups we go to</p> <p>Who do we care about and how do we show we care</p> <p>What messages do we get from people who are trying to look after us? E.g. school, parents, police</p> | <p>How we welcome people into our lives, starting in our class, meeting new friends, getting a new baby</p> <p>Naming a baby and naming ceremonies</p> <p>How we make good choices in life</p> <p>Rules that are there for a reason e.g.- crossing the road, driving, swimming pool rules, school rules</p> <p>Harvest- how do we get food who helps us- lorry drivers, supermarkets, parents, cooks</p> <p>How does it feel to create things</p> <p>What do we need to look after in our world- recycle, reuse, reduce</p> |

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| Understanding Sikhism | <p>Fireworks for Diwali</p> | <p>Story of Diwali festival of lights</p> | <p>story of Diwali Rangoli patterns</p> | <p>Story of Rama and Sita good over comes evil</p> <p>How Sikhs choose baby names</p> |



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| Understanding Judaism | | | Celebration of sukkot and building a sukkah hut | |

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| Investigate the beliefs and practices of religions and other world views | <p>ELG: listening, attention and understanding</p> <p>-Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>-Make comments about what they have heard and ask questions to clarify their understanding</p> | <p>Key stage 1 readiness objective Believing</p> <p>To know that different people have different faiths</p> <p>To know that some stories come from different holy books, and to express ideas in response to those stories</p> | <p>Talk about books which are special to them and books which are special to religious believers.</p> <p>Notice how some books are special to religious believers, and talk about how they are treated.</p> <p>Talk about some religious stories.</p> <p>Talk about places of worship and the objects and symbols they might see.</p> <p>Name some of the early figures in the Old Testament, retelling stories and talking about figures such as Noah, Abraham, Isaac, Jacob and Joseph.</p> <p>Retell and suggest meanings for stories about the birth of Jesus.</p> <p>Talk about how Christians believe Jesus is special and call him the 'Son of God'.</p> <p>Recall and talk about some religious stories</p> | <p>Find out and talk about different ways of welcoming new life; name some artefacts.</p> <p>Recognise similarities and differences in welcoming ceremonies for new babies.</p> <p>Respond sensitively to the feelings and beliefs of Christians and Muslims.</p> <p>Retell stories about religious and non-religious rules, suggesting some meanings.</p> <p>Retell religious and non-religious stories and beliefs about creation and suggest some meanings.</p> <p>Retell some of Jesus' parables.</p> <p>Name and retell key events in the final days of Jesus' ministry, including Palm Sunday, the Last Supper, crucifixion, the empty tomb (Luke 24: 1-12).</p> <p>Recall how these are remembered in Holy Week and Easter.</p> |



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| <p>Investigate how religions and other world views address questions of meaning, purpose and value</p> | <p>ELG: self-regulation</p> <p>-Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</p> | <p>Key stage 1 readiness objective Living</p> <p>To know that different people have different times of celebration</p> <p>To understand that different people have different ways of celebrating major events</p> <p>To know that people of all faiths can and do live well alongside each other</p> <p>To enjoy joining in with family customs and routines</p> <p>To be able to express some of their own families' customs and traditions</p> | <p>Respond to questions about the meanings of stories.</p> <p>Notice what happens in special places or on special occasions and respond to questions about this.</p> | <p>Recognise similarities and differences between how Christians and Muslims pray.</p> <p>Ask questions and respond to questions about prayer.</p> <p>Begin to express their own ideas about the meaning of prayer.</p> <p>Express ideas and respond to questions about stories from the life and teachings of Jesus.</p> <p>Ask and respond to questions about belonging.</p> <p>Ask and respond to questions about the world and creation.</p> |

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| <p>Investigate how religions and other world views influence morality, identity and diversity</p> | <p>ELG: people, culture and communities</p> <p>-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>-Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts</p> | <p>Key stage 1 readiness objective Expressing</p> <p>To know that different people have a range of different ways of showing their beliefs, including prayers and worship</p> <p>To know about the similarities and differences between themselves and others, and among families, communities, cultures and traditions</p> | <p>Respond to questions about stories.</p> <p>Respond with ideas about how to care for others.</p> | <p>Begin to express ideas about what makes a good rule and why these are important in helping people to live together cooperatively.</p> <p>Begin to express ideas about how to care for the planet.</p> <p>Express ideas about how beliefs affect how Christians live their lives such as fasting, supporting the homeless and poor, campaigning.</p> <p>Find out about and give examples of different religious rules. Find out how Christians and Muslims pray and name some artefacts relating to prayer.</p> |



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