



## Eastover Primary School

### Whole school RE progression with links to St John's

	FS	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
<b>Christianity</b>	See below	What do Christians believe about God? How God does wants people to live? What is the Creation story? What does it teach Christians about the how to treat the world? What do Christian stories teach us about Jesus? What does Jesus teach us about God?	What is the Old and New Testament? What happened in the last eight days of Jesus life (his entry into Jerusalem, the Last Supper, his arrest, crucifixion and resurrection?) What does Jesus's death mean for Christians? Why did Jesus teach people to be loving, kind and forgiving? What does it mean to show forgiveness? How do Christians show forgiveness today?	What do Jesus's miracles say about him? What happens at Infant and Believers Baptism? What does the Bible say about the Father, Son and Holy Spirit?	How do Christians view Jesus (saviour)? What is the Christian Salvation story? What is the story of Zacchaeus? How do Christians try to be like Jesus? Why is the story of the Good Samaritan important? What does Jesus teach about agape? Tell the story of Jesus death on the cross Why do Christians believe Jesus died?	What is God like? What does the Bible teach us about God's relationship to people? What do Christians believe about how we should care for Earth? How do Christians use evidence to support their beliefs? <b>Nativity:</b> Which gospels contain the Nativity? Why it is important that Mary was unmarried? Why is it important that Jesus came to live on Earth?	What did Jesus teach about agape? What are the Beatitudes? How do Christians show the love of God today? How does the Christian church show the love of God today?  <b>Easter:</b> Reflect that Easter celebrates Jesus dying to take punishment & pay debt of sin (atonement)
<b>Islam</b>		What do Muslims believe? (Allah and Muhammad) What artefacts are associated with Islam? Who is Muhammad? Tell the story of the Night of Power	Who is Allah? What do Muslims believe about Allah? How many names did Muhammad teach for Allah? What does Khalifa mean for Muslims?	Who brought the Qur'an to Muslims? What is revealed in the Qur'an? How do we show respect to the Qur'an? What is Allah's message? What does Islam mean? Why is praying important?		Who was the final prophet? Why do Muslims need the Qur'an? What are the key messages in the Qur'an? What is the name of God's message? What is the Sunnah? What is the story of Bilal? What are Muslims role linked to Khalifah?	
<b>Judaism</b>				What is the Covenant with Abraham? What is the Exodus? What are the 10 commandments? Why is Passover a celebration of Exodus? What are the key features of synagogue? Why is the Torah important?		What is the story of Abraham? What is the covenant with Abraham? What is Bar and Bat Mitzvah? How and why is Shabbat celebrated at home? What is Yom Kippur? What is the Tanakh?	

						What is the Shema and how is its importance demonstrated? What is the Talmud? What is Simchat Torah?	
<b>Humanism</b>		What is a Humanist? What is an Atheist? Recognise the 'happy human' logo	What do Humanists believe is important? How would a Humanist family celebrate the birth of a child and/or the naming of a baby?	What do concepts secular and material world mean? How do Humanist look for the truth?	How do Humanists make decisions about right and wrong?	What does agnostic mean? What does being a Humanists mean? How does a Humanist view life?	How would a Humanist celebrate a wedding? Who promotes Humanism?
<b>Hinduism</b>					Tell the story of Rama and Sita Why is Divali important? What does Dharma mean? Recognise who Avatars are Where can Hindus worship? Who can Hindus worship?		Who is Brahman? What are the Vedas? Shiva and Ganges What is Aum? What is the festival of Holi? What does Namaste signify? What is Sanatana Dharma? Explore Atman and reincarnation
<b>Other</b>							How can we show commitment to school? How do people show commitment to a religion? Which events are significant to you? What festivals/celebrations are significant in religion? Would a belief in heaven/reincarnation make you live better life?
<b>The Nativity</b>		What is the story of the Nativity?	Why is the story of the Nativity important? Why are the Wise Men important?	Why do angels appear in the Nativity? How do we transmit news at Christmas?	What is advent? How do Christians celebrate advent?	Why is light important in the Nativity story?	What do Christians think Christmas should be like?
<b>The Easter Story</b>		What is the story of Easter?	What is Palm Sunday? Why was Jesus welcomed like a King?	What was 'good' about Good Friday?	What is the significance of Jesus dying on the cross?	How significant is it for Christians to believe that	Is the message of Easter still relevant today?

						God intended for Jesus to die?	
<b>Visits to St John's</b>	Visit from Revd. Lis	Creation Assembly	Harvest Festival Experience Christmas Explore Church	Wedding Christingle	Christmas Service Explore Easter	Explore Lent Easter Service	Remembrance Pilgrim Day

**EYFS Understanding of the World People and Communities – RE - Educational Programme Statutory:**

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.

Understanding of the World – People and Communities RE	Development Matters	How RE is achieved in Foundation Stage at Eastover Primary School	RE KS1
	<p><b>During their reception year at Eastover children will:</b></p> <p>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.</p> <ul style="list-style-type: none"> <li>physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</li> </ul>	<p>Special me - Who are we?</p> <p>Special times – Christmas, Diwali, Easter</p>	<p>Year 1 What do Christians believe about Jesus? (incarnation) What do Christians believe about God? What do Muslim people believe about Imam?</p> <p>Year 2 What do Muslim believe about Allah? What do Christians believe about salvation? What do Christians believe about love? (Agape)</p>

**Vocabulary:**

Religion, Christian, personal, special, belong, Christmas, festival, celebration, God, Jesus, Easter, symbols, cross, star, Moses, Muslims, Jews, Sikhs, Hindus, Eid, Diwali, church, temple, gurdwara, mosque, synagogue

**Assessment:**

Can talk about people that they may have come across within their community, such as vicars, imams etc

- Can name and explain the purpose of places of worship and places of local importance to the community, drawing on their own experiences where possible.
- Can begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others.

**Children at the expected level of development by the end of FS will meet the ELGs:**

Children at the expected level of development will:

- 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.

RE Skills taught in Foundation Stage:

Communication	Influence and Impact	Experiences and Feelings	Religious Beliefs and Sources	Religious Expression	Questions and Values
<ul style="list-style-type: none"> <li>• Talk about religion from sources of information and use some simple everyday religious terms.</li> <li>• Talk about their community.</li> </ul>	<ul style="list-style-type: none"> <li>• Show some awareness of religions.</li> <li>• Listen to what children say about their own experiences with people who are familiar to them.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to talk about their own experiences and feelings.</li> <li>• Listen to what children say about their own experiences with people who are familiar to them.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to recall parts of religious stories</li> <li>• Engage with religious and cultural communities and their practices throughout the curriculum at appropriate times of the year - ongoing</li> </ul>	<ul style="list-style-type: none"> <li>• Can recognise some symbols of religion both verbal and visual.</li> <li>• Find out about places of worship and places of local importance to the community.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to talk about what they find interesting or puzzling and what makes themselves and other people happy and sad.</li> </ul>