



Rawmarsh Ryecroft Infants School – Curriculum Progression Map

RE	<u>Values and Vision</u> "Secure, Happy and Successful" Resilience - I always keep going Respect - I value everybody and everything Care - I look after my world and the people in it. Achievement - I try to be the best I can be Community - I am proud of where I belong		
	<u>Intent</u> Pupils will explore Christianity and 2 other principal religions Judaism and Islam. They will learn about different beliefs about God and the world around them and the value this can bring. They will discover a range of stories, artefacts, and other religious materials. They will learn to recognise that beliefs are expressed in a variety of ways. Pupils will ask relevant questions and develop a sense of wonder about the world. They will talk about what is important to them and others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging.	<u>Implementation</u> At Ryecroft RE is taught with passion and understanding to foster children's curiosity, interest and creativity. We encourage children to explore and ask questions and reflect. RE is taught through theme drive learning where knowledge is acquired as part of cross curricular learning, through readings, assemblies, visits, guest speakers, artefacts and PHSE discussions. Children's knowledge and skills will develop progressively as they move through the school, to enable them to meet the requirements of the Early Learning Goals and The National Curriculum.	<u>Impact</u> The teaching of RE will enable children to make links between their own lives and those of others in their community and in the wider world. They will develop an understanding of other people's cultures and ways of life. This will assist them in finding ways to explore, navigate and understand the world around them and to prepare them to become understanding caring members of their community and wider society.

Objectives and Vocabulary

	FS2	Year 1	Year 2
Objectives	<u>ELG C&L</u> Speaking - Listen attentively and respond with questions, comments and actions to a wide range of stories. <u>ELG PSED</u> Self-Regulation - Show an understanding of their own feelings and those of others, <u>ELG L</u> Comprehension - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. <u>ELG UTW</u> PAP - To talk about the lives of the people around them and their roles in society. PCC - To know some similarities and differences between different religious and cultural communities in this country, drawing on experiences and what has been read in class.	<u>National Curriculum</u> To demonstrate an understanding of the Christian faith and its beliefs. To use and explain technical words related to Christianity. To demonstrate an understanding of the Jewish faith and its beliefs. To use and explain technical words related to Islam i.e., Mosque, Mecca, Allah etc To identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives To name and explore a range of celebrations, worship, and rituals in religion, noting similarities where appropriate. To identify and suggest meanings for religious symbols and begin to use a range of religious words.	<u>National Curriculum</u> To demonstrate an understanding of the Islamic faith and its beliefs. To use and explain technical words related to Islam i.e., Mosque, Mecca, Allah. To name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate. To identify the importance, for some people, of belonging to a religion and recognise the difference this makes to their lives. To identify and suggest meanings for religious symbols and begin to use a range of religious words. To reflect on and consider religious and spiritual feelings, experiences and concepts such as worship, wonder, praise, thanks, concern, joy and sadness. To name and explore a range of celebrations, worship and rituals in religion, noting similarities where appropriate.

Vocabulary						
	<u>Subject specific</u>	<u>Technical</u>	<u>Subject specific</u>	<u>Technical</u>	<u>Subject specific</u>	<u>Technical</u>
	Christmas Jesus Church Bible Diwali Hindu Noah Ark	Religion Christians Celebrate God	Church Judaism Synagogue Bible Torah Bat Mitzvah Wedding Easter Priest Rabbi	Belief Worship Religion God Christianity Judaism Jewish Christian	Islam Christianity Mosque Mecca Allah Religion Church Quran Bible God Beliefs Eid Ramadan Wedding Christening Vicar Priest	Religion Belief Worship

As learners we need to be able to

	FS2	Year 1	Year 2
Christianity	I can retell the Christmas story. I can name the Christian place of worship. I know what the bible is. I know that my own experiences may be different to my friends.	I can name celebrations and special occasions a Christian would enjoy. I can say why artefacts such as the bible, a cross and stain glass windows are special to Christians. I can recall the key facts about the Easter story. I know the types of things that Christian do to celebrate Easter for example visiting church, ringing church bells, displaying flowers etc. I can talk about modern day symbols of Easter and what they mean.	I can name and explain how Christians celebrate special times. I can identify meanings for symbols and other forms of religious expression. I know why Christians celebrate Christmas and can order the events of the Christmas story. I know what a Priest/Vicar does and why they are important to the church. I can order the events of a wedding and a Christening, and I know why they are celebrated by Christians.
Other religions - FS2 Hinduism,	I know who celebrates Diwali. I can retell the story of Rama and Sita.	I know that Jewish people worship in a Synagogue and talk about their special book the Hebrew bible and what it contains.	I know what the Quran is and can explain why Muslims go to mosque. I know what a prayer mat is and what it is used for.

Y1 Judaism Y2 Islam	I can name different ways that Hindus celebrate Diwali. I can show respect for my own cultures and beliefs, and those of other people. I can recognise that people have different beliefs and celebrate special times in different ways. I can talk about similarities and differences between myself and others.	I know about the Jewish festival Hanukkah and can say how and why it is celebrated. I know what is special about a Bat Mitzvah, wedding, and funerals in the Jewish faith. I can identify aspects of own experience and feelings, in religious material studied. I can respond sensitively to the experiences and feelings of others, including those with a faith. I can identify what is of value and concern to myself, in religious material studied.	I know the religious festivals that Muslims celebrate and can explain why they are celebrated. I know that different religions are celebrated around the world and the importance of respecting everyone's different beliefs. I can give a detailed explanation about the different religions, taking into consideration their places of worship and religious artefacts. I can explain why places of worship and religious artefacts are important to the different religions. I can retell religious, spiritual and moral stories and identify some religious beliefs and teachings.
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As learners we need to know

Major religious events	The name of religious events. How to describe how some religious events are celebrated. That they may celebrate different events to their friends or community.	The name of some religious events and who celebrates them. How to describe religious events in more detail. Understand that different religions celebrate in different ways and how they do this.	The name of religious events and who celebrates them. How different religious events are celebrated and link this to themselves or others. Give a detailed explanation about different religions.
Religions Covered in Each Year Group	Christianity Hinduism	Christianity Judaism	Christianity Islam
Whole school religious visit/experience	Visit to local church	Visit to local church	Visit to local church Visit from an Imaan from the local mosque.

