



Progression in RE

RE in the EYFS

At Crowle Primary Academy RE will be interwoven into the ongoing provision in the EYFS as well as being taught the discrete , specific skills and knowledge outlined in our progression maps.

We will always start with the child, their understanding of themselves and their families in terms of beliefs and traditions and then widen this to start to build an understanding of others and the world around them.

Development matters

Below are the specific objectives taken from the People and Communities unit in development matters that will be covered through our RE curriculum. However, RE teaching in the early years also covers many other outcomes in development matters which will be woven throughout our teaching and learning.

22-36 months	Learns that they have similarities and differences that connect them to, and distinguish them from, others.
30 - 50 months	Recognises and describes special times or events for family or friends. Shows interest in different occupations and ways of life
40 - 60 months	They know about similarities and differences between themselves and others, and among families, communities and traditions. At this stage we will introduce children to a range of cultures and religions by telling stories, eating foods from different cultures, handling real artefacts and using resources in role play that reflect a variety of cultures.



Progression through the strands studied

Phase	Cycle	Strand	Key Knowledge	Key vocab	Key skills
EYFS	A and B (to be fitted into curriculum when appropriate)	Christianity	Know that Jesus told stories that helped people learn things.	Jesus, Bible	Developing emotionally, spiritually and morally Developing thinking skills, both abstract and imaginative Finding out about themselves, their family and community Developing a sense of place in their family and community, in the world and in the universe Learning about similarities and differences between themselves and others, and among families, communities and traditions
KS1	A		The creation story -know the Christian creation story, know some things that Christians believe God created on different days, know what Christians believe about how the world was created.	Create, disrespected, damaged, Earth, Christians, precious	Expressing opinions, reflection, empathy, evaluation. interpretation, investigation
			Remember a story about Jesus showing friendship, know how Jesus showed friendship in that story and why this might have been difficult for him.	Friendship, Jesus, Bible	
	B		Know some of the things Jesus said or did to be kind, give examples of when Jesus showed kindness, know some ways Christians try to follow Jesus' example of being kind.	Good smaritan,parable, neighbour, healing	
LKS2	A		Retell a story about Jesus healing someone and understand ways that Christians might interpret Jesus' healing miracles.	Miracle, paralysed	
	B		Use the correct names for places/ ceremonies or symbols that are special to Christians, explain some of the symbolism during worship, explain the ways Christians use churches to worship/ celebrate Holy Communion and baptism.	Bread, wine, holy communion, baptism, church, Holy Communion	
UKS2	A		Understand some ways that Christians show commitment to God, know there are different ways and some of these are more significant to some Christians than others. Start to know the ten commandments and how Christians can take Communion.	Ten commandments (revisit), love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, self-control, jealousy, conceitedness, communion	
	B		Beliefs about eternity and the Christian perspective on this, Christians believe that when they die they will go to heaven and be with God forever, know what the 10	Eternity, eternal, unconditional, agape	



Phase	Cycle	Strand	Key Knowledge	Key vocab	Key skills
EYFS	A and B (to be fitted into curriculum when appropriate)	Christmas	Understand that Christmas is a birthday and what Christians believe about Christmas. Understand what the carols/ songs they are singing are about and why they are singing them. Know a simple version of the birth of Jesus.	Birthday, Jesus, Christmas, carols, gifts	Developing emotionally, spiritually and morally Developing thinking skills, both abstract and imaginative Finding out about themselves, their family and community Developing a sense of place in their family and community, in the world and in the universe Learning about similarities and differences between themselves and others, and among families, communities and traditions
KS1	A		Know the gifts that were given to Jesus, begin to remember some of the Christmas story, know <u>why Jesus is special to Christians.</u>	belief, belonging, gift, special, give, receive, Bethlehem, Jesus.	Expressing opinions, reflection, empathy, evaluation. interpretation, investigation
	B		Remember the Christmas story, start to understand why Christians believe Jesus was a gift from God	Saved, birth, advent calendar,	
LKS2	A		Remember the Nativity story, know that Christians believe Jesus was God in human form and why God gave him to the world, start to make links between Christian beliefs about Christmas and the way they celebrate it.	Nativity	
	B		Explain what some of the symbols in the Christmas story mean to Christians, start to understand what the Christmas symbols tells Christians about the incarnation.	Incarnation, symbols, angel, star, wise men, shepherds, gifts, manger, stable, Christingle.	
UKS2	A		Know there are different accounts of the Christmas story, know that Christians believe Jesus was the Incarnation of God.	Bible (revisit), Incarnation (revisit).	
	B		Christians believe that it is important that Mary was Jesus' mother, it is significant that Mary was a virgin as this made Jesus birth a mirade. Know Christians believe Jesus was that incarnation of God.	Virgin birth, favoured, servant, incarnation (revisit).	



Phase	Cycle	Strand	Key Knowledge	Key vocab	Key skills
EYFS	A and B (to be fitted into curriculum when appropriate)	Easter	Exploring Easter eggs and why some children go on Easter egg hunts. Start to relate some traditions of Easter to the Christian story. Exploring Easter crosses and special food eaten by Christians at Easter.	Easter, Jesus, Easter eggs, Easter Sunday, Easter cross, hot cross buns	Developing emotionally, spiritually and morally Developing thinking skills, both abstract and imaginative Finding out about themselves, their family and community Developing a sense of place in their family and community, in the world and in the universe Learning about similarities and differences between themselves and others, and among families, communities and traditions
KS1	A		Easter story - know some symbols from the story and what happened on Palm Sunday, start to understand the significance of Palm Sunday to Christians.	Palm Sunday, Easter, Jesus, King, Romans, Jerusalem, God	Expressing opinions, reflection, empathy, evaluation. interpretation, investigation
	B		Recall parts of the Easter story, know what Christians believe happened on Easter Sunday, start to know why the resurrection was so important to Christians.	Hot cross buns, Eater (revisit) resurrection, Eater egg, cross, tomb, boulder	
LKS2	A		Recognise symbols relating to the Last Supper and Jesus' death, say what some of them represent, start to understand why Christians believe Jesus' death is important.	Cross (revisit), bread, wine, last supper, Crucifixion, Palm Sunday (revisit), Maundy Thursday, Good Friday	
	B		Know a Christian story about forgiveness and what it tells people about how to treat each other, know how Christians might try to put Jesus' teachings about forgiveness into practice.	Enemy, Judas, forgiveness	
UKS2	A		Know some of the events from Holy week, start to understand how some events from Holy Week tell Christians about Jesus' purpose and destiny.	Incarnation (revisit), sacrifice, Holy week, betrayal, denial, crucifixion (revisit), burial	
	B		Know different Christian festivals and that in these, Christians remember God and Jesus. Understand that argument that the existence of these festivals shows that Christianity is still a strong religion and some counter arguments.	Festivals (revisit), Mother's Day, Lent, Ash Wednesday, Easter (revisit), Shrove Tuesday, Advent (revisit), Christmas (revisit), Harvest, charity (revisit), persecution	



Phase	Cycle	Strand	Key Knowledge	Key vocab	Key skills
EYFS	A and B (to be fitted into curriculum when appropriate)	Judaism	Start to have an understanding of how Christians pray. Start to understand ways that Jewish people pray i.e. Investigate questions like 'why does XXXX wear a kippah to pray?'	Prayer, Jew, Christian, religion	Developing emotionally, spiritually and morally Developing thinking skills, both abstract and imaginative Finding out about themselves, their family and community Developing a sense of place in their family and community, in the world and in the universe Learning about similarities and differences between themselves and others, and among families, communities and traditions
KS1	A		Shabbat - know the names of things that are special to Jewish people during Shabbat, why it is important and how it is celebrated.	Sabbath, Shabbat, Synagogue, blessings, ceremony	Expressing opinions, reflection, empathy, evaluation. Interpretation, investigation
	B		Chanukah - recognise some of the symbols used and what they mean, know why it is important.	Celebration, Dreidel, Chanukah, candles, Synagogue (revisit), festival	
			Use the right vocabulary to talk about something Jews do as part of their religious practice, know what happens at the Seder meal or another religious practice.	Passover, festival (revisit), Seder meal, Moses, Egypt, Exodus	
			Know why Abraham and Moses are so important to Jews, start to understand why Jewish people believe they have a special relationship with God.	Covenant, Abraham, promise, Ten commandments, mezuzah, scroll (Shema)	
			Use the right names for things that are special to Jews, know one of the ways Jews show commitment to God, start to understand that there are different ways they can do this.	Commitment, worship, Torah, Bar, Bat Mitzvah, ceremony.	
LKS2	A				
	B		Tell a Jewish story and say something Jewish people believe, know more about why Jewish people believe they have a special relationship with God, make links between the Abraham and Moses stories.	Covenant (revisit), Genesis, Ten commandments (revisit), Torah scroll (revisit), prayer shawl, mezuzah (revisit), Shema (revisit)	
			Know some of the things Jews can and can't eat if they keep Kosher, describe things Jews do to show respect to God, start to explain why Jews feel it is important to do as God asks.	Respect, gratitude, Kashrut rules, Kosher, Passover (revisit), Seder plate (revisit), Israelites, Exodus.	
			Describe ways Jews show commitment to God, know that this can be done in different ways, some being more significant to Jews than others.	Commitment, Bar/ Bat Mitzvah (revisit), rite of passage, charity	
UKS2	A				
	B				



Phase	Cycle	Strand	Key Knowledge	Key vocab	Key skills
EYFS	A and B (to be fitted into curriculum when appropriate)	Islam	Start to explore what it is like in a Christian church. Start to understand that different religions have different places of worship that look different by asking and answering questions i.e 'why does Hanif need a prayer mat?'	Church, Christian, Muslim, Islam, prayer mat, mosque	Developing emotionally, spiritually and morally Developing thinking skills, both abstract and imaginative Finding out about themselves, their family and community Developing a sense of place in their family and community, in the world and in the universe Learning about similarities and differences between themselves and others, and among families, communities and traditions
KS1	A		Know some things about Muslim prayer, use the right words to explain how Muslims pray, start to understand how Muslims believe this helps in their everyday lives.	Prayer, commitment, God (Allah), the Qur'an	Expressing opinions, reflection, empathy, evaluation. interpretation, investigation
	B		Use the right words to describe what Muslims do when they attend prayer at the mosque, explain what happens when Muslims pray at the mosque.	Mosque, belonging, prayer (revisit), prayer mat	
			Use the right words for some parts of the Hajj, start to remember events that happened during Hajj and why these are important to Muslims.	Hajj, Makkah (Mecca), revisit - Mosque, Qur'an.	
LKS2	A		Know how Diwali is celebrated, things that are done at the temple and at home, how it helps the sense of belonging.	Rama, Sita, good, evil, Lakshmi, Rangoli patterns, diva lamp, puja tray.	
			Know some of the Hindu Gods and start to know their significance of Gods to Hindus, start to understand that to Hindus Brahman is in everything, start to explain how this belief influences Hindus in their daily lives.	Deities, Brahman (creator), Vishnu (preserver), Shiva (destroyer).	
			Know some facts about the River Ganges and some of the things Hindus do there, start to explain why the river is important to them, describe a ritual that takes place at the River Ganges, start to explain what a Hindu might feel when they visit the river.	River Ganges, pilgrims, offerings, funeral, cleansed, Brahman (revisit)	
UKS2	A		Know different ways Hindus show commitment to God, start to understand they can do this in different ways some of which may be more significant to some Hindus than others.	Brahman (revisit), worship, Gayathri Mantra (morning prayer), pilgrimage (revisit).	
			Know some of the Hindu Gods and their significance to Hindus, understand that Brahman is everything to Hindus, make links between Brahman, the Gods and how Hindus choose to live their lives.	Universal soul, Atman, tri-murti.	
			Know some of the things that Hindus believe about life after death, begin to know how this impacts on a Hindu's life, start to compare Hindu and Christian beliefs relating to life after death.	Karma, Samsara, Moksha, incarnation, reincarnation.	
	B		Know some different ways Muslims choose to show commitment to God, they might do this by following the five pillars of Islam. Know what the five pillars of Islam are.	Five pillars of Islam, Allah (revisit), Ramadan, fast.	
			Muslim belief in life after death, how Muslims follow Allah's rules to ensure they will go to Heaven.	Akhirah, Muhammad, prophet, heaven.	