



Crawley Ridge Infant School – Progression in R.E Grid
(Sequence and Structure)



INTENT

By the time pupils leave our school they will...

- Understand the importance and value of religion
- Recognise that peoples' beliefs are expressed in a variety of ways, and begin to use subject specific vocabulary
- Ask relevant questions and develop a sense of wonder about the world, using their imagination
- Ask questions and express their own views about what is important to themselves and to others, valuing themselves, reflecting on their own feelings and experiences and developing a sense of belonging
- Understand that they can expect others to treat their needs, views, cultures and beliefs with respect, and that they treat those of others with the same respect.

Crawley Ridge Infant School – R.E Skills Progression Grid (Sequence and Structure)

	Year R	Year 1	Year 2
Contexts	Who am I? Where do I belong? Why do we have celebrations?	Why do Christians call God 'creator'? What is the 'Nativity' and why is it important to Christians? What is the Torah and why is it so important to Jewish families?	Why do Jewish families celebrate the gift of Shabbat? Why is giving important to Christians? What is important for Muslim families? What is God like for Christians?

	<p>What makes a place special?</p> <p>What makes something special?</p>	<p>Who is Allah and how do Muslims worship him?</p> <p>What do Christians learn from stories of Jesus?</p> <p>Thematic Unit: Why do people tell stories?</p>	<p>Why do Christians call Jesus 'Saviour'?</p> <p>Thematic Unit: What makes a good leader?</p>
<p>Key vocabulary</p>	<ul style="list-style-type: none"> Religion, Bible, Jesus, Noah, celebrations, belonging, special, harvest, Christmas, Nativity, Diwali, Chinese New Year, Easter. 	<p>create, creation, creator, Christians, provide, share, worship, praying, God, donate, food bank, thankful, grateful, harvest, sukkot nativity, The Nativity, incarnation, angel, wise men = Magi, Bethlehem, Jews, community, praying, worship, Jesus Torah, scroll, Moses, Jewish, Ten Commandments, Mitzvot, Synagogue, worship, ark, tallit, kippot (kippah), Simchat Torah, festival</p>	<p>rest, weekend, Shabbat, Jewish, Sabbath, shalom, peace, challah, havdalah, kippah, creation, Torah, God, spice box worship, giving, God, prayer, acts of service, Christians, 'church', 'Church', service, Bible, Greatest Commandment, Sermon, Jesus, Nativity, gospel, magi Muslims, 'salaam', PBUH, Qur'an, Islam, Arabic, Jibreel, Allah, Prophet Muhammad (PBUH), respect, Zakah/Zakat, Five Pillars of Islam</p>
<p>Beliefs and Teachings (What people believe)</p>	<ul style="list-style-type: none"> Pupils listen to stories and develop their own narrative to stories from different traditions Participate in & learn about Christmas nativity Pupils begin to talk about their own cultures and beliefs and those of other people. 	<ul style="list-style-type: none"> Pupils are able to re-tell some religious stories Pupils are able to identify some religious beliefs and teachings. 	<ul style="list-style-type: none"> Pupils are able to confidently re-tell religious stories in some detail Pupils are able to identify religious beliefs and teachings Pupils are able to recognise that religious beliefs are characteristic of more than one religion (e.g. love)

Practices and Lifestyle (What people do)	<ul style="list-style-type: none"> • Pupils explore, observe and find out about places and objects that matter in different cultures and beliefs. 	<ul style="list-style-type: none"> • Pupils are able to recognise features of religious life and practice • Pupils begin to see similarities between religious practices. 	<ul style="list-style-type: none"> • Pupils can identify religious practices • Pupils are able to recognise some religious practices are characteristic of more than one religion • Pupils are able to recognise similarities and differences across religions taught.
Expression and Language (how people express themselves)	Pupils <ul style="list-style-type: none"> • Listen to stories • Join in songs and rhymes. 	<ul style="list-style-type: none"> • Pupils recognise some religious words and symbols (e.g. cross). 	<ul style="list-style-type: none"> • Pupils suggest meaning in religious stories, language and symbols • Pupils recognise and discuss symbols that are special to a particular religion.
Identify and Experience (making sense of who we are)	<ul style="list-style-type: none"> • Pupils have a developing awareness of their own needs, views and feelings and are sensitive to those of others. 	<ul style="list-style-type: none"> • Pupils are able to recognise aspects of their own feelings and experience in topics studied (e.g. jealousy, forgiveness, love). 	<ul style="list-style-type: none"> • Pupils are able to emphasise and respond sensitively to the experiences and feelings of others, including those with a faith.
Meaning and Purpose (making sense of life)	<ul style="list-style-type: none"> • Pupils answer 'who', 'how' and 'why' questions about their experiences in response to stories, experiences or events from different sources. 	<ul style="list-style-type: none"> • Pupils can identify things they find interesting or puzzling, in religious materials studied. 	<ul style="list-style-type: none"> • Pupils realise that some questions that cause people to wonder are difficult to answer • Pupils understand that people will have different opinions and that we need to respect them.

<p>Values, Commitments and Attitudes</p>	<ul style="list-style-type: none"> • Pupils think and talk about issues of right and wrong and why these questions matter • Self – awareness: Pupils begin to understand themselves as an individuals. • Respect for all: Developing skills of listening and willingness to learn from others. • Appreciation and wonder: Pupils developing their imagination and curiosity. 	<ul style="list-style-type: none"> • Pupils can identify what is of value and concern to themselves, in religious material studied (friends, family, forgiveness). • Self-awareness: Recognising their own uniqueness as human beings and building self-worth. • Respect for all: Beginning to understand that others have different views and beliefs. • Appreciation and wonder: Pupils begin to appreciate the sense of wonder at the world in which they live. 	<ul style="list-style-type: none"> • Pupils respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong • Pupils respect people’s values • Self-awareness: Becoming increasingly sensitive to the impact of their ideas and behaviour on other people. • Respect for all: Developing empathy for those with different views and beliefs. • Pupils begin to develop their capacity to respond to BIG questions, e.g. why is the sky blue?
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IMPACT/ OUTCOMES

Children...

EYFS –

- Understand that they can expect others to treat their needs, views, cultures and beliefs with respect.
- Listen with enjoyment to stories, songs and poems from different sources and traditions and respond with relevant comments, questions or actions
- Talk about similarities and differences between themselves and others, among families, communities and traditions

Year 1 –

- Recall features of religious, spiritual and moral stories and other forms of religious expression
- Recognise and name features of religions and beliefs
- Identify what they find interesting and puzzling in life
- Recognise symbols and other forms of religious expression

Year 2 –

- Retell religious, spiritual and moral stories
- Identify how religion and belief is expressed in different ways
- Identify similarities and differences in features of religions and beliefs.
- Recognise that some questions about life are difficult to answer
- Ask questions about their own and others' feelings and experiences
- Identify possible meanings for symbols and other forms of religious expression