



Chalfont St Peter Infant School

"Learning Together and Celebrating Success"

Progression of Knowledge and Skills for RE



National and local requirement

Every Maintained school in England must provide curriculum provision for RE for all pupils at the school, except those withdrawn by their parents. The key document in determining the teaching of RE is the locally agreed syllabus 2022-27 as set out by the Local Authority. The LA must ensure that the agreed syllabus for their area is consistent with section 375 of the Education Act 1996, which requires that the religious traditions in Great Britain are in the main Christian, whilst taking account of the teachings and practices of the other principal religions represented in Great Britain.

The Agreed Syllabus aims for RE

Religious Education enables pupils to:

1. To understand the nature, role and influence of religion and worldviews, locally, nationally, and globally
2. To reflect on questions of meaning, purpose, and value.
3. To formulate reasoned opinion and argument.
4. To enter into meaningful dialogue with people of different beliefs and backgrounds, appreciating and celebrating diversity, recognising what we hold in common, and respecting a shared humanity that can be experienced, expressed, and responded to in diverse ways.

Key Stage 1

Exploring religion, experience and feelings

- Throughout Key Stage 1 pupils explore Christianity and one other Abrahamic religion in depth (Judaism is recommended).
- They also learn aspects of some other religions as appropriate to the local area/ cohort and achieve a balance between Abrahamic and Eastern (Dharmic) faiths.
- Children will also learn about non-religious views held by members of the class, families and community.
- They should use basic subject specific vocabulary.
- They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

Knowledge and understanding

For Christianity and the other main faith, children will learn:

- What people believe about God, humanity and the natural world;

- How and why some stories are sacred and important in religion;
- The main celebrations and how and why these are important;
- How and why symbols express religious meaning;
- Figures who have an influence on others locally, nationally and globally in religion;
- Where and how people belong and why belonging is important.

These religions and worldviews will be explored in an educational context appropriate to the experience of the age group and addressing three broad core questions through a number of enquiries:

Context

An exploration of home life and how this influences the beliefs, attitudes and behaviours of children and others in relation to their sense of self, belonging and celebrating what is important in life.

Core Questions

How does our background influence who we are?

How does belonging to a religion or group affect people's lives?

How should we behave and treat others and the world?

Enquiries (referring back to the core questions):

1. What does it mean to be me? (Who I am).
2. How important are the groups people belong to? (Belonging).
3. What makes some people so important? (Important people).
4. Why are some places so important? (Important places).
5. What makes some things sacred to some groups of people? (Special things).
6. What makes some stories so important to different people? (Sacred books).
7. Why is it important to look after our world? (The natural world).
8. Why do we celebrate important occasions? (Special occasions).

	Topic	Year R Explore	Year 1 Discover	Year 2 Create	
	Important places Why are some places so special?	Explore similarities and differences in relation to familiar places, objects, materials and living things. Can talk about the features of their own immediate environment and how	• Discover makes your home a special place for you? (people, things, feelings, activities) • Discover what makes some places important in religions? (home; churches)	• What makes some places important in religions? (churches; synagogue) • Create ideas about what special places tell us about people? (beliefs, feelings, practices, values)	

		environments might vary from one another. Can describe a place special to them and explain why.	Show the ability to talk simply about what their home means to them and the significance of religious buildings to those of faith.	Create spoken or written narratives about the importance of these places to different individuals.
	Important people What makes some people so important?	Explore similarities and differences between themselves and others, and among families, communities and traditions. Can talk about grown ups who are important to them.	• Discuss who is important to me and why? (family, friends) • Discover who is special for religious people and what makes them special? (Jesus; Vicar/priest ;)	• Discuss a wider circle of people who are important to me and why? (community leaders – teachers, priests, club leaders, police) Create a circle of safety, linking understanding with that learnt in PSHCE. • Continue to discover who is special for religious people and what makes them special? (God; Abraham; Rabbi) Create mind maps which show an understanding of special people in relation to Christianity and Judaism.
	Special things What makes some things sacred?	Explore and talk about things that are special to them. Begin to understand that some things hold religious significance to people and are sacred.	• Discover what objects are sacred or important in religions and why? (eg crucifix/cross; Bible) • Recognise features of religious life and practice • recognise religious symbols and words	• Develop understanding of objects which are sacred or important in the religion and why? (menorah; mezuzah) • Identify some religious practices, and know that some are characteristic of more than one religion • Recognise religious symbols and words
	Special stories Why are some stories more important than others?	Explore and discuss which stories are special to them and describe why. Begin to respond to stories and the meanings in them. Begin to ask questions about what stories mean and how they are important?	• Talk about stories are special to you, your family and your friends and discover the preferences of your friends. What makes them special? (favourite stories and stories with a meaning e.g. fairy tales, fables) • Find out about some religious stories and their significance.	• Discover further what stories are important to religious people and why? (stories about Jesus and by Jesus; The story of Moses) • Create retellings of religious stories and identify some religious beliefs and teachings

Our world Why is it important to look after the world?	Explore and talk about the world we live in and why it is special. Show developing awe and wonder of the world by spending considerable time outdoors with nature. Know some ways in which we can take care of our world and environment.	• Discover how you and your family the same as and different from other families in the school and around the world? (relationships; homes; possessions) Be able to talk about similarities and differences.	• Continue to discover how you and your family are the same as and different from other families in the school and around the world? (relationships; homes; possessions) and create comparisons. • Find out what religious stories say about how the world began and begin to create opinions on this? (Jewish belief - The Genesis Creation Story)
All about me! What does it mean to be me?	Begin to explore how they are unique and show pride in themselves and who they are. Show respect for others and some understanding that we are all different. Begin to understand that other children do not always enjoy the same things, and show sensitivity to this. Begin to talk about similarities and differences between themselves and others, and among families, communities and traditions. Talk about past and present events in their own lives and in the lives of family members.	• Discover what makes me, me? What am I like? (likes/dislikes; hobbies; interests; family; friends) • Discover what religions believe about what people are like and what they should be like? (Adam and Eve)	• Continue to discover what religions believe about what people are like and what they should be like? (10 Commandments). Create your own thoughts about rules and their role in religion and the world. • Debate what you think the perfect person would be like? Create a list. Can we agree? (beliefs, behaviour, values, feelings) • Respond sensitively to the values and concerns of others, including those with a faith, in relation to matters of right and wrong
Special occasions Why do we celebrate	Can share with others their own family special occasions and celebrations and talk about how it makes them feel. Explore a few religious celebrations –	• What special times do I celebrate with my family and friends and why? (birthdays, festivals; special days) Discover what your friends do. • Discover how religious people celebrate their special times? (Christmas, Easter)	• Continue to discover how religious people celebrate their special times? (Christmas, Easter, Passover; Sukkot) Create narratives to explain to others similarities and differences between special religious occasions.

special occasions?	from their own lives or others e.g. baptism, wedding, Christmas, Harvest, Diwali.		
Belonging How important are the groups we belong to?	Explore what it means to belong. Show in role play, talking and other chosen activities an emerging understanding of groups they belong to – e.g. families, clubs, groups, school. Show some understanding of how it feels to be part of a group.	• Discuss what groups you belong to and how do they make me feel? (family, school, activities, clubs, faith) Discover what groups others belong to. • Discover how people show they belong to a religion? (Baptism; Holy communion)	• Continue to discover how people show they belong to a religion? (Shabbat; kippah; mezuzah) Create artwork which show an understanding of the importance of belonging.