



Carlisle Infant School



Religious Education: EYFS and KS1 curriculum progression grid

EYFS Development Matters 2020, New Agreed R.E. Syllabus for Richmond 2020, HGfL Scheme of Work 2012-2017

Reception - Autumn Term	Reception - Spring Term	Reception - Summer Term
<p>Progression – Objectives/Skills:</p> <p>Talk about members of their immediate family and community. Name and describe people who are familiar to them. Comment on images of familiar situations in the past (birthdays, weddings, baptisms) Compare and contrast characters from stories, including figures from the past. Recognise that people have different beliefs and celebrate special times in different ways. Listen to and talk about stories to build familiarity and understanding</p> <p>Autumn 1: Celebrations Birthdays, weddings, naming ceremonies Harvest and saying thank you.</p> <p><u>AT1: Learning about religion – (knowledge)</u> Listen to and respond to religious stories in a variety of ways. Communicate through talk or gesture about a range of special objects places, people, practises.</p> <p><u>AT2: Learning from religion – (response)</u> Hear and use some basic religious vocabulary used in the context of their experiences. Share enjoyment of celebration and talk about special occasions in their own lives, in those of others significant to them and in religious communities. Develop positive attitudes to others that follow different rules and customs, dress and food.</p> <p>Festivals and Celebrations: Pupils begin to: Explore different celebrations and commemorations and learn to work together, ask and respond to questions about religious and other celebrations and commemorations as a stimulus to talk about why such events are significant, share their own experiences and feelings with one another.</p>	<p>Progression – Objectives/Skills:</p> <p>Understand that some places are special to members of their community. Articulate their ideas and thoughts in well-formed sentences. See themselves as a valuable individual. Express their feelings and consider the feelings of others. Think about the perspectives of others.</p> <p>Spring 1: Special Places Special places to me, in my school, in my community. A special/holy place to a religious family (St James’ Church, Hampton Hill) in my community and special people (religious leaders - Rev Derek Winterburn - in my community.</p> <p><u>AT1: Learning about religion – (knowledge)</u> Communicate through talk or gesture about a range of special objects places, people, practises. Explore local places including a religious place and share their experiences of places special to them. Learn about key figures in their own lives and key members of a religious group.</p> <p><u>AT2: Learning from religion – (response)</u> Show awareness of things and people that matter to them and link this to learning in Religious Education.</p> <p>Self and others: Pupils begin to: Develop a sense of what it is to be a member of a community with differing beliefs, develop an ability to express their own beliefs and ideas in a supportive environment, be aware of other people’s beliefs and ideas.</p>	<p>Progression – Objectives/Skills:</p> <p>Early Learning Goals: 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. Listen attentively and respond to what they hear with relevant questions and comments. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. Explain the reasons for rules, know right from wrong and try to behave accordingly. Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>Summer 1: Change and growth Creation – Christian/Big bang (Humanism) The natural world – changes with the seasons Grieving – for people and pets Any puzzling thoughts or questions?</p> <p><u>AT1: Learning about religion – (knowledge)</u> Use some basic vocabulary that reflects the breadth of their experience. Experience aspects of the natural world, develop their sense of enquiry and curiosity about life and death and show some of the ways in which feelings about these can be expressed.</p> <p><u>AT2: Learning from religion – (response)</u> Show curiosity and interest in the world around them. Observe changes in nature and appreciate and show care and concern for the world.</p>

<p>Autumn 2: Celebrations Divali – Rama and Sita (good over evil) Advent Christmas – the birth of Jesus</p> <p><u>AT1: Learning about religion – (knowledge)</u> Listen to and respond to religious stories in a variety of ways <u>AT2: Learning from religion – (response)</u> Understand what is right and wrong and why. Consider consequences of their words and actions for themselves and others. Show curiosity in the world around them. Experience aspects of the natural world, develop their sense of enquiry and curiosity about life and death and show some of the ways in which feelings about these are expressed. Observe changes in nature and appreciate and show care and concern for the world.</p> <p>Symbols and Ritual: Pupils begin to: Respond creatively and imaginatively to new experiences, use role-play to develop their knowledge and understanding of rituals, talk about their own experiences.</p>	<p>Spring 2: Easter What makes us happy or unhappy? Why were Jesus’ friends unhappy/happy? Lent, Palm Sunday, Good Friday, Easter day.</p> <p><u>AT1: Learning about religion – (knowledge)</u> Listen to and respond to religious stories in a variety of ways</p> <p><u>AT2: Learning from religion – (response)</u> Show awareness of things and people that matter to them and link this to learning in Religious Education. Observe changes in nature and appreciate and show care and concern for the world.</p> <p>Right and wrong: Pupils begin to: Respect and accept each other, find out about caring for each other, including showing respect for each other’s property, discover rules and boundaries and the consequences of not observing them, develop a positive attitude to others that follow different rules and customs (such as dress and food), understand about happiness and unhappiness, and of cause and effect.</p>	<p>Summer 2: Learning from different religious stories. What do they teach us? Islam, Judaism, Christianity, Sikh, Hindu, Bhuddist, Humanism (Aesop’s fables)</p> <p><u>AT1: Learning about religion – (knowledge)</u> Listen to and respond to religious stories in a variety of ways</p> <p><u>AT2: Learning from religion – (response)</u> Show awareness of things and people that matter to them and link this to learning in Religious Education. Observe changes in nature and appreciate and show care and concern for the world.</p> <p>Living things : Pupils begin to: Ask questions about aspects of the world, listen to stories and start to form an opinion, participate in a variety of experience indoors and outdoors and respond to them.</p>
<p>Vital Vocabulary: Same, different, celebration, birthday, Harvest, saying thank you, prayer, Divali, Rama, Sita, Vicar, Christmas, Jesus, baby, Autumn, festival</p>	<p>Vital Vocabulary: Special place, school, community, Holy, Church, Reverend, Mosque, Synagogue, Mandir, Gurdwara, Temple. Happy, sad, Easter, Jesus, Christian, Cross, Palm Sunday, Good Friday, Easter Sunday. Spring, seasons. Festival</p>	<p>Vital Vocabulary: Spring, Summer, seasons, lifecycles, life, death, Creation, Big bang theory, world, Hindu, Christian, Muslim, Bhuddist, Sikh, Jew, Humanist, Aesop</p>
<p>EYFS Enrichment Opportunities: EYFS Harvest festival – visit by Vicar Derek Winterburn Charitable donations to the Upper Room Planting daffodil bulbs and harvesting vegetables Inviting family members of our school community to talk about their festivals and celebrations. Making Diva pots Birthday of Guru Nanak - Sikh Remembrance Day Taking part in the Christmas Nativity play Moral stories – Aesop’s fables Artefacts – baptism candle and certificate, Photographs of celebrations at home – Year group display Christmas lunch and parties Whole school Christmas assembly – Rev. Derek Winterburn Artefact display outside school Hall.</p>	<p>EYFS Enrichment Opportunities: Guided Visualisation of a special place – Stilling Script Drawing/Painting their special place Photographs of familiar local places Christian Church artefacts – cross, Bible, Palm cross, Religious buildings book Visit by Rev Derek Winterburn to talk about his role as a leader in a Christian Church. Sharing pancakes/Sharing hot cross buns together Making an Easter Garden/Visit from the Easter Bunny Whole school Easter assembly – Rev Derek Winterburn Artefact display outside school Hall. Other festivals this term: Holi – Spring Hindu festival, Purim – Jewish story of brave Esther, Vaisakhi – Sikh Spring festival Mothering Sunday celebrations and craft</p>	<p>EYFS Enrichment Opportunities: Godly play version of the Christian Creation story. Interactive Story mat for small world Big bang balloon experiment Chick hatching programme – new life Butterfly hatching programme – new life Planting sunflower seeds and harvesting vegetables Whole school ‘Changes’ assembly – Rev. Derek Winterburn. Artefact display outside school Hall.</p>



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Year 1 - Autumn Term	Year 1 - Spring Term	Year 1 - Summer Term
<p>Progression – Objectives/Skills:</p> <p>Autumn 1: Our wonderful world What is religion? What is a religious person? The wonder of nature and being thankful. Harvest</p> <p><u>AT1: Learning about religion – (knowledge)</u> Recognise some religious objects, places, people, practises. Learn some basic vocabulary used in a religious context Learn about a variety of ways of celebrating special occasions within faith communities, the meaning behind the celebration and the importance for those participating . Can use religious words to identify features of religious traditions and understand the importance of their celebrations to them. Hear moral teachings about the care of the natural world.</p> <p><u>AT2: Learning from religion – (response)</u> To recognise how people are thankful for the earth’s resources. Recognise interesting and puzzling aspects of life Can talk about their own feelings and experiences Can say what is important to them and other people.</p> <p>Autumn 2: Light – the way it is used as a symbol Hanukkah – How and why is light used in this Jewish festival? Advent and Christmas – How and why is light used in this Christian celebration?</p> <p><u>AT1: Learning about religion – (knowledge)</u> Recognise some religious symbols and use some religious vocabulary. Use some basic vocabulary in a religious context. Learn about a variety of ways of celebrating special occasions within faith communities, the meaning behind the celebrations and the importance for those participating. Learn about how and why symbols express religious meaning.</p> <p><u>AT2: Learning from religion – (response)</u></p>	<p>Progression – Objectives/Skills:</p> <p>Spring 1: Belonging – Sikh/Christianity To family, other groups, Sikh or Christian group, faith members. Values. Welcoming babies</p> <p><u>AT1: Learning about religion – (knowledge)</u> To recognise some of the groups to which they belong in their home and school life and what makes these groups special. Recognise religious objects, people, places, practises.</p> <p><u>AT2: Learning from religion – (response)</u> To recognise how people feel when they belong to a particular group. To reflect upon how spiritual and moral values influence their behaviour choices and those of others. Can talk about their own feelings and experiences Can say why it is important to them and other people.</p> <p>Spring 2: Easter Stories of Jesus’ life Giving something up for love.</p> <p><u>AT1: Learning about religion – (knowledge)</u> In relation to matters of right and wrong, express what is of value and concern to themselves and others. Recognise religious objects, places, people, practises. Hear a range of stories from personal and religious books and talk about their meanings.</p> <p><u>AT2: Learning from religion – (response)</u> Talk about how and why religious people show care and concern for humanity. Talk about relationships, considering their own experiences, including challenging times.</p> <p>Living the Faith: Pupils begin to:</p>	<p>Progression – Objectives/Skills:</p> <p>Summer 1: Holy books How they are read and handled. Bible – the Lord’s prayer Torah Qur’an</p> <p><u>AT1: Learning about religion – (knowledge)</u> To recognise religious books and practises associated with their use. Begin to be aware of similarities in religions. To learn about special books, both personal and religious, hear a range of stories from them and talk about their meanings. To learn about some of the beliefs people hold, including belief in God/gods</p> <p><u>AT2: Learning from religion – (response)</u> To learn about some stories told in different religious traditions about the natural world, considering some of the questions raised to which there may be no universally agreed answers. Express their own experiences and feelings recognising what is important in their own lives.</p> <p>Summer 2: Important religious stories of all faiths that encourage care and concern, right from wrong. David and Goliath C/J David and Jonathan C/J The cat and dog Crying camel – Islam</p> <p><u>AT1: Learning about religion – (knowledge)</u> Begin to use specialist vocabulary, religious and non-religious words and phrases and understand the importance and value of religion and belief to other children and families. In relation to matters of right and wrong, express what is of value and concern to themselves and others. Recognise religious objects, places, people, practises. Hear a range of</p>

<p>Express their own feelings, recognising what is important in their own lives. Talk about relationships, considering their own experiences, including challenging times.</p> <p>Important times and days: Pupils begin to: Share the experience of celebrating, join in and experience religious celebrations, appreciate the special nature of religious and other festivals, explore symbols and artefacts used in religious and non-religious festivals, celebrations and commemorations.</p>	<p>Reflect on their own uniqueness, explore the roles and responsibilities of special people within a religious or non-religious belief system, explore aspects of identity and what it means to be religious or non-religious, observe and comment upon religious and non-religious rituals and ceremonies.</p> <p>Buildings and places: Pupils begin to: Explain the concept of sacred or significant places for individuals and communities, give reasons for the respect shown to symbols and artefacts in their usual surroundings, develop personal responses to local places of worship and other significant locations for the community, develop an understanding about how and why such places should be treated with respect.</p>	<p>stories from personal and religious books and talk about their meanings. <u>AT2: Learning from religion – (response)</u> Talk about how and why religious people show care and concern for humanity. Talk about relationships, considering their own experiences, including challenging times.</p> <p>Sacred texts: Pupils begin to: Understand the effect of religious and other important books in the lives of different individuals, including themselves if this is appropriate. Experience a wide range of stories and other writings used to communicate beliefs, learn to associate particular texts with religious and non-religious celebrations, commemorations and festivals, observe the use of religious and non-religious writings in worship and in the home, consider the respect that should be shown to sacred and other significant texts.</p>
<p>Vital Vocabulary: Creation, Christians, Jews, Muslims, God, created, beautiful, natural, puzzling, wonderful, world, Harvest, prayer, hymn, Sukkot – Feast of Tabernacles, Sukkah, Muhammad, Allah, Khalifa – leader/successor Light, symbol, celebrate, Hannukah, dreidel, latkes, Advent, Christmas, Christingle, Jesus, Light of the World, Nativity.</p>	<p>Vital Vocabulary: God, faith, Christian, belonging, community, Baptism, candle, Baptismal certificate, font, Bible, welcome, ceremonies, Christening. Sikh naming ceremony – Naam Karan, Kaur, Singh. Bible, miracles, Jesus, Palm Sunday, Good Friday, Cross, Died, death, Resurrection.</p>	<p>Vital Vocabulary: Bible – Christian, Jesus, God, Torah – Jewish, Qur’an – Muslim/Islam, Muhammad.</p>
<p>EYFS Enrichment Opportunities: Photographs of outstanding beauty Create a Sukkah (hut) in role play area and have snacks there. KS1 Harvest festival – Visit by Rev. Derek Winterburn Charitable donations to the Upper Room. Make a Christingle Make an Advent wreath Christmas lunch and parties Whole school Christmas assembly – Rev. Derek Winterburn</p>	<p>EYFS Enrichment Opportunities: Invite someone from the class with a new baby of any faith to come in and talk about their celebrations/naming ceremony. Visit from Rev. Derek Winterburn Visit from Rabbi from Richmond Synagogue Easter Experience at St James’, Hampton Hill. Why should it be treated with respect? Whole school Easter assembly – Rev Derek Winterburn</p>	<p>EYFS Enrichment Opportunities: Have example of different versions of the Bible including children’s versions An adult and child version of the Qur’an Visit from an Imam Photos of the Torah Make their own scrolls Jewish prayer shawl from Artefact box. Reading corner with stories from different faiths Whole school ‘Changes’ assembly – Rev. Derek</p>



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Year 2 - Autumn Term	Year 2 - Spring Term	Year 2 - Summer Term
<p>Progression – Objectives/Skills:</p> <p>Autumn 1: Signs and Symbols – I/C Signs and symbols in everyday life, the use of artefacts, symbolic behaviour – rituals.</p> <p><u>AT1: Learning about religion – (knowledge)</u> Can use religious words to identify features of religious traditions and their importance for some people. Can describe how people show their beliefs in different ways. Can make links between own and others' experience. Recognise how and why symbols express religious meaning. Begin to show an awareness of similarities in religions. Handle items of significance used in religious worship and lifestyle. Explore how they are used.</p> <p><u>AT2: Learning from religion – (response)</u> Express their own experiences and feelings, recognising what is important in their own lives.</p> <p>Autumn 2: Celebrations - Gifts Giving and receiving. Christmas experience at St James'</p> <p><u>AT1: Learning about religion – (knowledge)</u> Recount elements of religious stories. Learn about a variety of ways of celebrating special occasions within faith communities, the meaning behind the celebrations and the importance for those participating.</p> <p><u>AT2: Learning from religion – (response)</u> In relation to matters of right and wrong, can recognise their own values and those of others. Talk about how and why religious people show care and concern for humanity.</p> <p>Important times and days: Pupils begin to: Share the experience of celebrating, join in and experience religious celebrations, appreciate the special nature of religious and other festivals, explore symbols and artefacts used in religious and non-religious festivals, celebrations and commemorations.</p>	<p>Progression – Objectives/Skills:</p> <p>Spring 1: Special Places What do Christian people do when they go to Church? Why should it be treated with respect? Different types of Church. Church visit St James'</p> <p><u>AT1: Learning about religion – (knowledge)</u> Describe some religious ideas from stories and some basic religious beliefs and teachings, using some religious vocabulary. To know about some of the beliefs people hold, including belief about God/gods. Handle religious artefacts of significance used in worship and lifestyle, exploring how they are used. Describe some religious objects/places/people/practices. Begin to be aware of similarities in religions. Beginning to suggest meanings for some religious actions and symbols. Describe how religious belief is expressed in different ways. To explore how religious beliefs and ideas can be expressed through the arts.</p> <p><u>AT2: Learning from religion – (response)</u> Describe and respond sensitively to their own and others' experiences and feelings, including characters in stories with religious meaning. To reflect on how spiritual and moral values influence their behaviour choices and those of others. Ask questions about puzzling aspects of life and experiences and suggest answers including religious ones.</p> <p>Spring 2: Easter Why is Easter important to Christians? Good over evil</p> <p><u>AT1: Learning about religion – (knowledge)</u> Describe some religious ideas from stories and some basic religious beliefs and teachings, using some religious vocabulary. Describe some religious objects/places/people/practices. Begin to be aware of similarities in religions. Learn about ways of celebrating</p>	<p>Progression – Objectives/Skills:</p> <p>Summer 1: Religious leaders The work of religious leaders in the community. Important religious days and festivals. The importance of prayer – The Lord's Prayer</p> <p><u>AT1: Learning about religion – (knowledge)</u> Describe some religious objects/places/people/practices. Begin to be aware of similarities in religions. To learn about authority figures who influence their lives and find out about religious leaders and their work with local faith communities.</p> <p><u>AT2: Learning from religion – (response)</u> Recognise and describe some religious values in relation to matters of right and wrong. Make links between these and their own values. To reflect on how spiritual and moral values influence their behaviour, choices and those of others.</p> <p>Summer 2: Easy questions – difficult answers Questions raised by the natural world</p> <p><u>AT1: Learning about religion – (knowledge)</u> Describe some religious ideas from stories and some basic religious beliefs and teachings, using some religious vocabulary. To know about some of the beliefs people hold, including belief about God/gods. Talk about relationships, considering their own experiences, including challenging times. Begin to be aware of similarities in religions. Learn about a variety of ways of celebrating special occasions within faith communities, the meaning behind the celebrations and the importance for those participating. Beginning to suggest meanings for some religious actions and symbols. Describe how religious belief is expressed in different ways.</p> <p><u>AT2: Learning from religion – (response)</u></p>

<p>Living the Faith: Pupils begin to: Reflect on their own uniqueness, explore the roles and responsibilities of special people within a religious or non-religious belief system, explore aspects of identity and what it means to be religious or non-religious, observe and comment upon religious and non-religious rituals and ceremonies.</p>	<p>special occasions within faith communities: the meaning behind the celebration and the importance for those participating. Beginning to suggest meanings for some religious actions and symbols. Describe how religious belief is expressed in different ways.</p> <p><u>AT2: Learning from religion – (response)</u> Hear some stories told in different religious traditions about the natural world considering some of the questions raised to which there may be no answers. Ask questions about puzzling aspects of life and experience and suggest answers, including religious ones.</p> <p>Buildings and places: Pupils begin to: Explain the concept of sacred or significant places for individuals and communities, give reasons for the respect shown to symbols and artefacts in their usual surroundings, develop personal responses to local places of worship and other significant locations for the community, develop an understanding about how and why such places should be treated with respect.</p>	<p>Describe and respond sensitively to their own and others' experiences and feelings, including characters in stories with religious meaning. Learn some stories told in different religious traditions about the natural world, considering some of the questions they raise to which there may be no universally agreed answers. To recognise how people are thankful for the earth's resources.</p> <p>Ask questions about puzzling aspects of life and experience and suggest answers, including religious ones. Recognise and describe some religious values in relation to matters of right and wrong. Make links between these and their own values.</p> <p>Sacred texts: Pupils begin to: Understand the effect of religious and other important books in the lives of different individuals, including themselves if this is appropriate. Experience a wide range of stories and other writings used to communicate beliefs, learn to associate particular texts with religious and non-religious celebrations, commemorations and festivals, observe the use of religious and non-religious writings in worship and in the home, consider the respect that should be shown to sacred and other significant texts.</p>
<p>Vital Vocabulary: Signs, symbols, God, Jesus, Cross, Christianity; Aum- Hinduism; Wheel – Bhuddism; Star and Crescent – Islam; Magen David – Judaism; Khand – Sikh; Happy human – Humanist. Muslim, Mosque, wadu, respect, Holy. Gold, Frankincense, Myrrh, Christmas, Wise men, gifts, Melchior, Balthazar, Caspar, invisible.</p>	<p>Vital Vocabulary: God, beliefs, Church, place of worship, Bible, altar, font, lectern, pulpit, cross, stained glass window, Palm Sunday, Last Supper, Good Friday, Easter Sunday, disciples, crucifixion, resurrection, tomb, sadness, joy. Communion, mass.</p>	<p>Vital Vocabulary: Leader, religious, authority, responsibility, Vicar, Priest, Minister, Rabbi, Imam, Granthi. Puzzling, difficult, wonder, belief, God, creation, birth, death.</p>
<p>EYFS Enrichment Opportunities: Artefacts box by the hall Looking at religious art examples KS1 Harvest assembly – Rev Derek Winterburn Charitable donations to the Upper Room. Christmas experience – St. James' Church, Hampton Hill. Christmas lunch and parties Whole school Christmas assembly – Rev. Derek Winterburn</p>	<p>EYFS Enrichment Opportunities: Church visit to St. James', Hampton Hill Religious music; traditional and contemporary The UK Blessing — Churches sing 'The Blessing' over the UK - Bing video THE BLESSING [KIDS] - featuring kids from different nations - Bing video Prayer space within school – library. Whole school Easter assembly – Rev Derek Winterburn</p>	<p>EYFS Enrichment Opportunities: Visit from Imam Sung version of the Lord's prayer. Ask it basket Make a Pandora's box Whole school 'Moving on' and 'Changes' assembly – Rev. Derek Winterburn.</p>
<p>Learning about Religious and Non-Religious beliefs: (AT1 statements) During KS1, pupils should have the opportunity to: Talk about people and things that are special and important to them and to others, use religious and non-religious words and phrases to recognise and name features of religious and non-religious life and practice, recall religious and non-religious stories, identify religious and non-religious objects, artefacts and symbols which are important to different people and experience what it means to be religious and non-religious through art, drama and music and evaluate and reflect upon those experiences.</p> <p>Learning from Religious and Non-Religious beliefs: (AT2 statements) During KS1, pupils should have the opportunity to: Give reasons for their likes and dislikes and identify what has an influence on their lives and on the lives of others, being to be able to express and explain another person's point of view, apply to their own lives the moral ideas that they have had, heard about and discussed in class, share things they find interesting or puzzling.</p>		