



Religious Education

Intent: At Chaddlewood Primary School we aim to provide a rich and varied Religious Education covering a number of different worldwide religions. Wherever possible, connections are made to the local community and wider society and world views. We aim to provide the children with opportunities to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living. We provide children with the opportunities to find out, discuss and reflect on different beliefs, what it means to belong to different religious communities and the connections that can be made between different faiths.

Chaddlewood Primary School's EYFS and KS1 RE Progression Grid

Key: The following three core elements are woven together to provide children with the breadth and balance within teaching and learning about religion and beliefs.

- Make sense of belief
- Understand the impact
- Make connections

	Foundation	Foundation	Foundation	Year 1	Year 1	Year 1	Year 2	Year 2	Year 2
Substantive themes/Key questions	<ul style="list-style-type: none"> • Being special: where do we belong? • Why is Christmas special for Christians? 	<ul style="list-style-type: none"> • Why is the word 'God' so important to Christians? • Why is Easter 	<ul style="list-style-type: none"> • Which places are special and why? • Which stories are special and why? 	<ul style="list-style-type: none"> • What does it mean to belong to a faith community? • What do Christians believe God is like? 	<ul style="list-style-type: none"> • Who is Jewish and how do they live? 	<ul style="list-style-type: none"> • Who do Christians say made the world? • How should we care for others and the world, 	<ul style="list-style-type: none"> • Who is a Muslim and how do they live (part 1)? • Why does Christmas matter to Christians? 	<ul style="list-style-type: none"> • Who is a Muslim and how do they live? • Why does Easter matter to Christians? 	<ul style="list-style-type: none"> • What is the 'good news' Christians believe Jesus brings? • What makes some places sacred to believers?

		special for Christians?				and why does it matter?			
Cross curricular connections	Art - Christmas PSHE - Jigsaw British Values	Easter PSHE - Jigsaw British Values	PSHE - Jigsaw British Values	Art - Christmas Science - all about me, families PSHE - Jigsaw British Values	PSHE - Jigsaw British Values	DT - Cooking PSHE - Jigsaw British Values	DT - Christmas decorations and Christmas cards PSHE - Jigsaw British Values	Easter activities PSHE - Jigsaw British Values	PSHE - Jigsaw British Values
Overlap of learning: which other areas in other year groups or topics does this relate to?	The Nativity story	Easter story		Belonging (EYFS) The Nativity story			Christmas Birth of Jesus through the Nativity story and the significance for Christians.	Easter (EYFS) Recap the Easter story.	
Outcomes	<ul style="list-style-type: none"> Retell religious stories making connections with personal experiences. Share and record occasions when things have happened in their lives 	<ul style="list-style-type: none"> Talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world. Retell stories, 	<ul style="list-style-type: none"> Talk about somewhere that is special to themselves, saying why. Recognise that some religious people have places which have special meaning for them. Talk about 	<ul style="list-style-type: none"> Recognise that loving others is important in lots of communities. Say simply what Jesus and one other religious leader taught about loving other people. Give an 	<ul style="list-style-type: none"> Recognise the words of the Shema as a Jewish prayer. Retell simply some stories used in Jewish celebrations (e.g. Chanukah). Give examples of how the 	<ul style="list-style-type: none"> Retell the story of creation from Genesis 1:1-2:3 simply Recognise that 'Creation' is the beginning of the 'big story' of the Bible. Say what the story tells Christians 	<ul style="list-style-type: none"> Recognise the words of the Shahadah and that it is very important for Muslims. Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah, and give a simple 	<ul style="list-style-type: none"> Recognise the words of the Shahadah and that it is very important for Muslims. Identify some of the key Muslim beliefs about God found in the Shahadah 	<ul style="list-style-type: none"> Tell stories from the Bible and recognise a link with the concept of 'Gospel' or 'good news'. Give clear, simple accounts of what Bible texts (such as the story of Matthew

	<p>that made them feel special.</p> <ul style="list-style-type: none"> Recall simply what happens at a traditional Christian infant baptism and dedication. Recall simply what happens when a baby is welcomed into a religion other than Christianity. Talk about people who are special to them. Say what makes their family and friends special to them. Recall simply what happens at a traditional Christian 	<p>talking about what they say about the world, God, human beings.</p> <ul style="list-style-type: none"> Think about the wonders of the natural world, expressing ideas and feelings. Say how and when Christians like to thank their Creator. Talk about what people do to mess up the world and what they do to look after it. Recognise and retell stories connected with celebration of Easter. 	<p>the things that are special and valued in a place of worship.</p> <ul style="list-style-type: none"> Begin to recognise that for Christians, Muslims or Jews, these special things link to beliefs about God. Get to know and use appropriate words to talk about their thoughts and feelings when visiting a church. Express a personal response to the natural world. Talk about some religious stories. Recognise some religious 	<p>account of what happens at a traditional Christian and Jewish or Muslim welcome ceremony, and suggest what the actions and symbols mean.</p> <ul style="list-style-type: none"> Identify at least two ways people show they love each other and belong to each other when they get married (Christian and/or Jewish and non-religious) Give examples of ways in which people express their identity and belonging within faith communities and other 	<p>stories used in celebrations (e.g. Shabbat, Chanukah) remind Jews about what God is like.</p> <ul style="list-style-type: none"> Give examples of how Jewish people celebrate special times (e.g. Shabbat, Sukkot, Chanukah). Make links between Jewish ideas of God found in the stories and how people live. Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat) 	<p>about God, Creation and the world</p> <ul style="list-style-type: none"> Give at least one example of what Christians do to say 'thank you' to God for Creation Think, talk and ask questions about living in an amazing world. Give a reason for the ideas they have and the connections they make between the Jewish/Christian Creation story and the world they live in. Identify a story or text that says something about each person being 	<p>description of what some of them mean.</p> <ul style="list-style-type: none"> Give examples of how stories about the Prophet show what Muslims believe about Muhammad Give examples of how Muslims use the Shahadah to show what matters to them. Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, fast in Ramadan) Give examples of how Muslims put their beliefs about prayer into action. Think, talk about and ask questions about Muslim 	<p>and the 99 names of Allah, and give a simple description of what some of them mean.</p> <ul style="list-style-type: none"> Give examples of how stories about the Prophet show what Muslims believe about Muhammad Give examples of how Muslims use the Shahadah to show what matters to them. Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions (e.g. care for creation, 	<p>the tax collector) mean to Christian</p> <ul style="list-style-type: none"> Recognise that Jesus gives instructions to people about how to behave. Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace, and bringing good news to the friendless. Give at least two examples of how Christians put these beliefs into practice in the Church community and their
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	<p>festival (Christmas).</p> <ul style="list-style-type: none"> • Begin to recognise the word 'incarnation' as describing the belief that God came to Earth as Jesus. • Retell religious stories, making connections with personal experiences 	<ul style="list-style-type: none"> • Say why Easter is a special time for Christians. • Talk about ideas of new life in nature. • Recognise some symbols Christians use during Holy Week, e.g. palm leaves, cross, eggs, etc., and make connections with signs of new life in nature. • Talk about some ways Christians remember these stories at Easter. 	<p>words, e.g. about God</p> <ul style="list-style-type: none"> • Identify some of their own feelings in the stories they hear. • Identify a sacred text e.g. Bible, Torah. • Talk about some of the things these stories teach believers (for example, what Jesus teaches about being friends with the friendless in the story of Zacchaeus; what Jesus' story about the ten lepers teaches about saying 'thank you', and why it is good to thank and be thanked; what the Chanukah 	<p>communities, responding sensitively to differences</p> <ul style="list-style-type: none"> • Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving a good reason for their ideas. • Identify what a parable is. • Tell the story of the Lost Son from the Bible simply and recognise a link with the Christian idea of God as a forgiving Father. • Give clear, simple accounts of what the 	<ul style="list-style-type: none"> • Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving a good reason for their ideas. • Give a good reason for their ideas about whether reflecting, thanking, praising and remembering have something to say to them too. 	<p>unique and valuable.</p> <ul style="list-style-type: none"> • Give an example of a key belief some people find in one of these stories (e.g. that God loves all people). • Give a clear, simple account of what Genesis 1 tells Christians and Jews about the natural world. • Give an example of how people show that they care for others (e.g. by giving to charity), making a link to one of the stories. • Give 	<p>beliefs and ways of living.</p> <ul style="list-style-type: none"> • Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas. • Give a good reason for their ideas about whether prayer, respect, celebration and self-control have something to say to them too. • Recognise that stories of Jesus' life come from the Gospels. • Give a clear, simple account of the story of Jesus' birth and 	<p>fast in Ramadan)</p> <ul style="list-style-type: none"> • Give examples of how Muslims put their beliefs about prayer into action. • Think, talk about and ask questions about Muslim beliefs and ways of living. • Talk about what they think is good for Muslims about prayer, respect, celebration and self-control, giving a good reason for their ideas. • Give a good reason for their ideas about whether prayer, respect, 	<p>own lives (for example: charity, confession)</p> <ul style="list-style-type: none"> • Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas. • Recognise that there are special places where people go to worship, and talk about what people do there. • Identify at least three objects used in worship in
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			<p>story teaches Jews about standing up for what is right), etc.</p>	<p>story means to Christians.</p> <ul style="list-style-type: none"> • Give at least two examples of a way in which Christians show their belief in God as loving and forgiving (e.g. by saying sorry, by seeing God as welcoming them back; by forgiving others). • Give an example of how Christians put their beliefs into practice in worship (e.g. by saying sorry to God). • Think, talk and ask questions about whether they can learn anything from the story for 		<p>examples of how Christians and Jews can show care for the natural earth.</p> <ul style="list-style-type: none"> • Say why Christians and Jews might look after the natural world. • Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world. • Give good reasons why everyone (religious and non-religious) should care for others and look after 	<ul style="list-style-type: none"> • Why Jesus is important for Christians. • Give examples of ways in which Christians use the story of the Nativity to guide their beliefs and actions at Christmas • Think, talk and ask questions about Christmas for people who are Christians and for people who are not. • Decide what they personally have to be thankful for, giving a reason for their ideas. 	<p>celebration and self-control have something to say to them too.</p> <ul style="list-style-type: none"> • Recognise that Incarnation and Salvation are part of a 'big story' of the Bible. • Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people). • Recognise that Jesus gives instructions about how to behave • Give at least three examples of 	<p>two religions and give a simple account of how they are used and something about what they mean. Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship.</p> <ul style="list-style-type: none"> • Give examples of stories, objects, symbols and actions used in churches, mosques and/or synagogues which show what people believe. • Give simple examples of how people worship at a church,
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				<p>themselves, exploring different ideas.</p> <ul style="list-style-type: none">• Give a reason for the ideas they have and the connections they make.		<p>the natural world.</p>		<p>how Christians show their beliefs about Jesus' death and resurrection in church worship at Easter.</p> <ul style="list-style-type: none">• Think, talk and ask questions about whether the story of Easter only has something to say to Christians, or if it has anything to say to pupils about sadness, hope or heaven, exploring different ideas and giving a good reason for their ideas.	<p>mosque or synagogue.</p> <ul style="list-style-type: none">• Talk about why some people like to belong to a sacred building or a community.• Think, talk and ask good questions about what happens in a church, synagogue or mosque, saying what they think about these questions, giving good reasons for their ideas.• Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.
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Vocabulary	Christian Christianity Bible Christmas Nativity World Seasons Belong Respect/love/ care Belief	God Creation Special Stories Jesus Easter Holy Week	Special Worship Sacred Bible Torah Stories Thankful Friendly Zacchaeus	Parable Lost Son Bible Christians Christianity Faith Community Love God Jesus Festivals	Judaism Jew Torah Shabbat Chanukah Mezuzah	Genesis Creation Care Natural world Christians Jewish people Belief	Muslim Islam Allah Mohammed Shahadah Prophet Christmas Christians	Muslim Islam Allah Mohammed Shahadah Prophet Easter Resurrection Incarnation Reincarnation Salvation Crucifixion	Gospel (good news) Sacred Holy Belief Community Worship Churches Synagogues Mosques
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