

Emscote Infant School

R.E. Skills Progression – Reception to the end of KS1

	Reception	Year 1	Year 2	Vocabulary
Special and sacred stories	<p>Autumn - Which stories are special and why?</p> <p>Children will be able to identify some of their own feelings in the stories they hear.</p> <p>Children will be able to identify a sacred text (e.g. Bible/Qur'an)</p> <p>Children will be able to talk about some religious stories.</p> <p>Children will be able to recognise some religious words, e.g. about God, Muhammad.</p>		<p>Spring -What can we learn from sacred books?</p> <p>Children will be able to give reasons why a holy book is considered to be 'holy'. (A2)</p> <p>Children will be able to recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3).</p> <p>Children will be able to re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2).</p> <p>Children will be able to ask and suggest answers to questions arising from stories Jesus told and from another religion (C1).</p> <p>Children will be able to talk about issues of good and bad, right and wrong arising from the stories (C3).</p>	<p>Bible</p> <p>Qur'an</p> <p>Torah</p> <p>Siddur</p> <p>God</p> <p>Muhammad</p> <p>Jesus</p>
Special and sacred times	<p>Autumn - What times are special and why?</p> <p>Children will be able to give examples of special occasions and suggest features of a good celebration.</p> <p>Children will be able to recall simple stories connected with Christmas/ Sukkot and Diwali.</p>	<p>Autumn and Spring - How and why do we celebrate special and sacred times?</p> <p>Children will be able to identify some ways Christians celebrate Christmas (A1).</p> <p>Children will be able to retell stories connected with Christmas and say why these are important to believers (A2)</p>	<p>Autumn -How and why do we celebrate special and sacred times?</p> <p>Children will be able to identify some ways Christians celebrate Easter and some ways a festival is celebrated in another religion (A1).</p> <p>Children will be able to retell stories connected with Easter and a festival in</p>	<p>Hanukkah</p> <p>Menorah</p> <p>Seder plate</p> <p>Celery</p> <p>Etrog</p> <p>Dreidel</p> <p>Horseradish</p> <p>Matzos</p> <p>Passover</p> <p>Challah</p>

	<p>Children will be able to say why Christmas/Diwali/Sukkot are special times for believers.</p> <p>Children will give examples of special occasions and suggest aspects of celebration that are found in more than one religious festival.</p>	<p>Children will be able to ask questions and suggest answers about stories to do with Christian festivals (B1).</p> <p>Children will be able to collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and start to think why they matter to believers (C1).</p>	<p>another religion and say why these are important to believers (A2).</p> <p>Children will be able to ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1).</p> <p>Children will be able to collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1).</p>	<p>Kiddush cup</p> <p>Havdalah candle</p> <p>Prayer</p> <p>Eid al-Fitr</p>
<p>Special people and their beliefs</p>	<p>Spring - Which people are special and why?</p> <p>Children will be able to talk about people who are special to them including themselves, their classmates and people from outside the class community.</p> <p>Children will be able to identify say what makes other people special to them.</p> <p>Children will be able to recall a story about a special person in Sikhism and talk about what can be learnt from it.</p> <p>Children will be able to identify some of the qualities of a good friend.</p> <p>Children will be able to recall and talk about a story where Jesus shows friendship to another person.</p>	<p>Autumn - Who is a Christian and what do they believe?</p> <p>Children will be able to talk about some simple ideas about Christian beliefs about God and Jesus (A1).</p> <p>Children will be able to identify re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2).</p> <p>Children will be able to talk about issues of good and bad, right and wrong arising from the stories (C3).</p> <p>Children will be able to ask some questions about believing in God and offer some ideas of their own (C1).</p>	<p>Autumn -Who is Jewish and What do they believe?</p> <p>Children will be able to talk about how the mezuzah in the home reminds Jewish people about God (A3).</p> <p>Children will be able to talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1).</p> <p>Children will be able to re-tell a story that shows what Jewish people at the festival of Chanukah might think about God, suggesting what it means (A2).</p> <p>Spring - Who is a Muslim and what do they believe?</p> <p>Children will be able to talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1).</p>	<p>Rabbi</p> <p>Vicar</p> <p>Christian</p> <p>Muslim</p> <p>Jew</p> <p>Shabbat</p>

			<p>Children will be able to re-tell a story about the life of the Prophet Muhammad (A2).</p> <p>Children will be able to recognise some objects used by Muslims and suggest why they are important (A2).</p> <p>Children will be able to identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1).</p> <p>Children will be able to find out about and respond with ideas to examples of cooperation between people who are different (C2).</p>	
Special Places	<p>Spring -Which places are special and why?</p> <p>Children will be able to talk about somewhere that is special to themselves, saying why.</p> <p>Children will be aware that a Church has a special meaning for Christian people and that a Mosque has special meaning for Muslims.</p> <p>Children will be able to talk about the things that are special and valued in a Church and Mosque</p> <p>Children will be able to identify some significant features of the outside and inside of a Church and Mosque.</p>	<p>Spring - What makes some places sacred?</p> <p>Children will be able to identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used (A3).</p> <p>Children will be able to talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2).</p> <p>Children will be able to ask good questions during a school visit about what happens in a church, synagogue or mosque (B1).</p>		<p>Mosque</p> <p>Prayer mat</p> <p>Shoe rack</p> <p>Tasbih prayer beads</p> <p>Mibar</p> <p>Minaret</p> <p>Qubba</p> <p>Mihrab</p> <p>Mecca</p> <p>Kabba</p> <p>Five pillars</p> <p>Hajj</p> <p>Salat</p> <p>Wash room</p> <p>Crescent moon and star</p> <p>Qur'an</p> <p>Imam</p> <p>Synagogue</p> <p>Star of David</p>

	<p>Children will be able to recognise a church and Mosque.</p> <p>Children will get to know and use appropriate words to talk about their thoughts and feelings when visiting a church.</p>			<p>Torah</p> <p>Menorah</p> <p>Rabbi</p> <p>Church</p> <p>Font</p> <p>Stained glass window</p> <p>Pew</p> <p>Grave</p> <p>Lectern</p> <p>Candle</p> <p>Altar</p> <p>Vicar</p> <p>organ</p>
Being special	<p>Summer -Being special: where do we belong?</p> <p>Children will be able to retell religious stories making connections with personal experiences</p> <p>Children will be able to share and record occasions when things have happened in their lives that made them feel special.</p> <p>Children will be able to share and record occasions when they belong to a group.</p> <p>Children will be able to recall simply what happens at a traditional Christian infant baptism and dedication.</p> <p>Children will be able to recall simply what happens when a baby is welcomed into the Muslim tradition.</p>	<p>Summer -What does it mean to belong to a faith community?</p> <p>Children will be able to recognise and name some symbols of belonging from their own experience. (A3)</p> <p>Children will be able to recognise symbols of belonging for Christians (A3).</p> <p>Children will be able to recognise symbols belonging for Jews or Muslims (A3).</p> <p>Children will think about why symbols of belonging matter to believers (A3).</p> <p>Children will be able to give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1).</p> <p>Children will be able to identify two ways people show they belong to each other when they get married (A1).</p>		<p>Skull cap/ Kippah/Kippot</p> <p>Tallit</p> <p>Star of David</p> <p>Cross</p> <p>Hijab</p> <p>Crescent moon and star</p>

		Children will be able to respond to examples of co-operation between different people (C2)		
Special world	<p>Summer - What is special about our world?</p> <p>Children will be able to talk about things they find interesting, puzzling or wonderful in nature and also about their own experiences and feelings about the world.</p> <p>Children will think about the wonders of the natural world, expressing ideas about how it was made and feelings towards nature.</p> <p>Children will be able to retell the story of creation from Genesis 1, talking about what it says about the world, God, human beings.</p> <p>Children will begin to express ideas about how to look after wildlife in response to stories from a religious tradition.</p> <p>Children will talk about what the stories of Muhammad and the Crying Camel and Muhammad and the kittens says about God, the world and human beings.</p> <p>Children will start to talk about what people do to mess up the world and what they do to look after it.</p>		<p>Summer - How should we care for others and the world?</p> <p>Children will be able to re-tell Bible stories and stories from another faith about caring for others and the world. (A2)</p> <p>Children will be able to identify ways that some people make a response to God by caring for others and the world (B1).</p> <p>Children will be able to talk about issues of good and bad, right and wrong arising from the stories studied (C3).</p> <p>Children will be able to talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2).</p> <p>Children use creative ways to express their own ideas about the creation story and what it says about what God is like (C1).</p>	Environment recycling

	Children will start to talk about their own experiences and feelings about when the world is not looked after.			
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