

## RE Progression Grid Class 1-2 cycle 1

Autumn 1	Autumn 2	Autumn 2 & Spring 1	Spring 2 & Summer 1	Summer 2
<b>Minimum vocabulary shown in bold</b>		<b>Minimum learning is highlighted in yellow</b>		
<b>What children will know and remember</b>				
C1.2 How are symbols used to welcome new life? Pathway 2	Nativity	C1.3 How can we make good choices? Pathway 3	C1.4 How and why do some people pray? Pathway 4	What have we learned and how it will help us?
To know and talk about different ways of welcoming new life referring to symbols used	<b>To know the traditional nativity story</b>	To know why we have rules in life –using examples from stories (see below) and real life	To know what Christians do when they pray and to know the story of Daniel in the Lions Den	To know what we have learned in RE this year and how this relates to our own lives
To know similarities and differences in ceremonies for welcoming new babies	To know some songs that are part of the school nativity production	To know the <b>ten commandments</b> , retell the Christian story eg “The Story of the Rich Young Ruler” and to know the <b>five pillars of Islam</b>	To know how and where Muslims pray and to know symbols (prayer beads and prayer mat)	To know how we can behave in our own lives that reflect a “good life”
To know how to respond sensitively to the feelings and beliefs of Christians and Muslims	To know the gifts that were given to Jesus in the stable by the three wise men and what they represent  The gold symbolized Jesus's kingship, frankincense His divinity, and myrrh His suffering and death, since myrrh was a substance used to perfume dead bodies before burial	To know why Langar is an important duty for Sikhs (providing food for the poor)	To know how and why and where Sikhs pray	To know which behaviours of a “good life” are included in Islam, Christianity and Judaism and where they are written
To know how to ask and respond to questions about belonging	To know the story of the school nativity and how it relates to the traditional nativity story	To know how Buddhists show compassion to themselves and the world	To know how Buddhist meditate and how they follow the example of the Buddha	To know how to start to contribute to the wider school and what characteristics this would take
To know what it feels like to be the new person in a group		To know about the Hindu belief that everyone is born with a soul so they respect all creatures	To know how Hindus pray at home and at the Mandir	
To know how Christians, Sikhs, Humanists & Muslims welcome and new baby <b>baptism, aqiqah, adhan, font,</b>		To know differences and similarities and differences between different stories Androcles and the Lion Emorar and the Seed Good Samaritan	To know how and where Jews pray	
			Teaching Note: The unit needs to start with children exploring and understanding what prayer is and why people do it before the religions are explored. The unit needs to end with child reflecting on prayer and how it may have meaning to themselves.	

<p>To know that people sometimes give different meanings to words when they are writing about their religious beliefs and feelings. To know different possible meanings for stories, symbols, art and music that people have created to express their beliefs.</p>	<p>To know some of the big questions that people might ask about life and can explain how some favourite stories, including stories from religions/worldviews, might help people answer these questions. To know the difference between contemporary stories and stories that have become traditional because they have been handed down for hundreds or thousands of years.</p>	<p>To know characteristics in the lives of people who are held as examples by religions/worldviews. To know and suggest meanings for the teachings about right and wrong from different religions/worldviews.</p>	<p>To know examples of amazing, puzzling or mysterious experiences that make people wonder at the world and ask big questions about life. To know a story about someone whose experience or encounter changed their life.</p>	<p>To know and suggest meanings for the teachings about right and wrong from different religions/worldviews.</p>
<p>Children in reception will be assessed against the appropriate Early Learning Goals – Knowledge and Understanding of the World – and year 1 children will be assessed against the skills above</p>				