



RE- Progression of Knowledge and skills

Resilience

Curiosity

Respectfulness

Creativity

Independence

Confidence

Development Matters	ELG	How this achieved in EYFS	Sticky Knowledge: By the end of EYFS the children will know...
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Reception:

- Build constructive & respectful relationships
- Express their feelings and the feelings of others
- Show resilience and perseverance
- Be tolerant of others
- Listen to and talk about stories to build familiarity and understanding.
- Comment on images of familiar situations in the past.
- Compare and contrast characters from stories, including figures from the past.

People & Places

- 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.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts.

Building relationships

- Work and play cooperatively and take turns with others
- Form positive attachments to adults and friendships with peers
- Show sensitivity to their own and to others' needs.

- Following the Bromley Agreed Syllabus with children answering enquiry questions relating to thinking, believing and living which then leads to reflecting
- Three focus areas of Festivals and Celebrations, Growing Together and Caring and Taking Care
- Collective worship during assemblies
- Discuss and share family celebrations such as Christmas and birthdays.
- Who lives and works in our community?
- Children explore alternative festivals and celebrations through topic learning eg Diwali, Easter, Holi, Chinese New Year, Halloween, Harvest Festival, Christingle and Bonfire night.
- National festivals explored including Remembrance Day.
- Share stories from around the world – discuss similarities and differences seen.
- Who loves me?
- How can we spur each other on?
- Looking at RE through Art.
- Sharing bible stories – mirror, window, door.
- Role playing stories from the bible.
- Music and songs

Knowledge:**Festivals and Celebrations**

I know that people have special celebrations e.g. birthdays, new siblings, Christenings, Weddings etc.

I know that some people believe in different religions and celebrate festivals (Harvest, Hindu Festival: Diwali, Jewish Festival: Hannukah, Christian Festival: Christmas, Jewish festival; Purim, Christian Festival: Easter, Sikh festival; Baisakhi, Buddhist festival: Wesak, Islam Festival: Eid-ul-Fit, Hindu festival; Raksha Bandhan

I know how to value special objects and things.

Growing Together

I can discuss the ideas of rules that different faith groups have.

I know that many faiths teach us to live good and honest lives.

I know that I belong to different communities.

I know that friends are important and Jesus had 12 special friends.

I know that some people get baptised and have naming ceremonies.

Caring and Taking Care

I know that different faiths have creation stories.

I know and can name people who care and help us in our lives.

I know how people care for others, including faith groups.

I know how to care for babies and how Jesus was a special baby for Christians and his mother Mary.

I know how to care and look after our world and know that Christians believe Jesus grew up to help people

Vocabulary:

- Faith, community, festivals, celebrations, baptised
- God/Creation, Jesus, Christmas, Heaven, God, Wise men, Shepherds, Nativity, Human, God, Saviour, World
- Thematic units Special Stories Religious, Muslims, Islam, Hindus, Hinduism, Christianity, Christians, Believe.

RE Skills Progression

	<i>Year 1</i>	<i>Year 2</i>
Beliefs, teachings and sources: Metaphysics and textual enquiry	Remember a Christian (Hindu, etc) story and talk about it	Tell a Christian (Sikh etc) story and say some things that people believe (suggest meanings)
Practices and ways of life: Phenomenology	Use the right names for things that are special to Buddhists (Jews etc)	Talk about some of the things that are the same for different religious people
Forms of expression: Language and communication	Recognise religious at, symbols and words and talk about them	Say what some Christian symbols stand for or say what some of the art etc is about
Identify and belonging: Anthropology sociology psychology	Talk about things that happen to me	Ask about what happens to others with respect for their feelings
Meaning, purpose and truth: Ontology	Talk about what I find interesting or puzzling	Talk about some things in stories that make people ask questions
Values and Commitments: Ethics	Talk about what is important to me and to other people	Talk about what is important to me and to others with respect for their feelings

RE Assessment Spectrum

	What do people believe and do?	How do people respond to ultimate questions and big issues?	How do beliefs and values make a difference to lives?
Mastering	Explain how similarities and/or differences in beliefs and practices occur through different interpretation, or through the influence of sources and/or historical events and cultural traditions.	Evaluate strengths and weaknesses of examples of beliefs, sources, historical events and cultural traditions that are used to explain the similarities and differences in shared values and/or responses to ultimate questions and issues.	Evaluate the impact of holding certain beliefs and values and of belonging to their community of shared beliefs/values.
Extending	Explain reasons behind similarities and differences and connections between beliefs, practices, sources, historical events and cultural traditions.	Explain reasons for the differences in shared values and/or responses to ultimate questions and issues, using detailed examples of beliefs, sources, historical events and cultural traditions to support their reasons.	Show how actions, symbols and features show certain beliefs and values. Describe how lives may be affected, improved or challenged by belonging to a community, or by having certain beliefs and values.
Secure	Suggest reasons for connections, similarities and differences between sources, beliefs and practices, in detail, and using examples to support these. Identify links with historical events and cultural traditions.	Suggest reasons for differences and similarities in shared values and responses to ultimate questions and issues. Suggest sources that support/link to their reasons.	Explain how actions, symbols and features demonstrate certain beliefs and values. Suggest how these may affect, improve or provide challenge in the lives of believers.
Developing	Describe the beliefs, practices and sources in detail and with correct vocabulary. Identify similarities, differences and connections between beliefs, practices and sources.	Identify and describe similarities and differences in responses to ultimate questions. Suggest lines of enquiry or sources to investigate these responses.	Describe the actions, features and symbols of a believer in detail and with correct vocabulary. Identify the similarities and differences, and describe how they show certain beliefs and values.

Firming	Describe beliefs, practices and sources. Make links between these.	Describe responses or experiences to ultimate questions and issues, linking with values, beliefs and sources. Identify the shared values linked to these responses. Formulate own ultimate questions.	Describe features, actions and symbols that impact on the life of a believer, making links with/suggesting the beliefs and values behind these.
Approaching	Recount beliefs, practices and sources with correct vocabulary.	Identify ultimate questions and issues. Express own and others' responses or experiences.	Recount with correct vocabulary the actions, symbols and features of identity and belonging.
Beginning	Recall some information.	Express own views and feelings or experiences in response/linked to ultimate questions and issues.	Recall features, symbols, and actions related to identity and belonging.
Engaging	Recognise examples of beliefs, practices and sources, or key words.	Express a response to simple questions or sources relating to ultimate questions or issues.	Recognise examples of features, symbols and actions, or key words.