

St Laurence Church Infant School  
RE Knowledge, Skills and Vocabulary Progression

<b>R</b>	<b>Autumn 1 Topic:</b>	<b>Autumn 2 Topic:</b>	<b>Spring 1 Topic:</b>	<b>Spring 2 Topic:</b>	<b>Summer 1 Topic:</b>	<b>Summer 2 Topic:</b>
<b>Knowledge</b>  <b>Curriculum coverage</b>	<b>Why do people worship?</b> Pupils should learn: <ul style="list-style-type: none"> <li>• CW is a time to be together</li> <li>• the important part of CW is an 'act of worship'</li> <li>• CW is a time to learn more about God, ourselves and each other</li> <li>• prayer is an important part of CW               <ul style="list-style-type: none"> <li>• CW can take place in different places</li> </ul> </li> </ul>	<b>Incarnation</b> Why do Christians perform nativity plays at Christmas?  <b>Children will know that</b> Christians believe that God came to Earth in human form as Jesus  Christians believe Jesus came to show that all people are precious and special to God.	<b>What makes something special and sacred?</b> <b>Children will know that:</b> <ul style="list-style-type: none"> <li>• that different things are special to people for different reasons;</li> <li>• how to look after special things and respect things that are special to others;</li> <li>• people can use objects to help them remember special times and places;</li> <li>• that memories can be special</li> <li>• that some objects are 'religious' objects and help people to think about God</li> </ul>	Salvation: Why Christians put a cross in an Easter garden?  <b>Children will know that</b> Christians remember Jesus' last week at Easter.  Jesus name means 'He saves'  Christians believe Jesus came to show God's love.  Christians try to show love to others.	<b>God/Creation:</b> Why is the word God so important to Christians? How can we care for our wonderful world?  <b>Children will know that:</b> The word God is a name  Christians believe God is the creator of the universe.  Christians believe God made our wonderful world and so we should look after it	<b>Who is Allah and how do Muslims worship him?</b> Children will know that That Muslims believe in one God, Allah that Allah:  Is the Arabic name for God the Creator  Has ninety-nine beautiful names that reflect aspects of his character That Muslims believe that: Any thought or action can be a prayer They should be ritually clean Before they pray and can pray anywhere as long as it is clean They should face Makkah when they pray Different physical positions in prayer help them focus on Allah

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			<p><b>Who am I, and where do I belong?</b>  <b>Pupils should learn:</b></p> <ul style="list-style-type: none"> <li>• that every person is special and unique</li> <li>• that some people believe that God made them this way</li> <li>• how new babies are welcomed</li> <li>• that people belong together in different ways</li> <li>• that religious people have different ways of showing they 'belong' together</li> <li>• about special people in different religions (e.g. Jesus / Muhammad (pbuh) / Moses)</li> </ul>			<p><b>What can we learn from stories?</b>  <b>Pupils should learn:</b></p> <ul style="list-style-type: none"> <li>• that people can have favourite stories</li> <li>• that through stories people share ideas and values about how to live</li> <li>• that some books are special to religious groups e.g. Bible (Christians) Torah (Jews) Qur'an (Muslims) and talk about God</li> <li>• that some stories are about special people e.g. Jesus, Muhammad (pbuh*), Moses etc.</li> </ul>
<b>Y1</b>	Autumn 1 Topic: Traditional Tales	Autumn 2 Topic: Lego/Christmas	Spring 1 Topic: Who Lives Here?	Spring 2 Topic: Animal Kingdom	Summer 1 Topic: Space	Summer 2 Topic: The Seaside

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<b>Knowledge Curriculum coverage</b>	<p><b>God:</b> What do Christians Believe God is like (4 weeks)</p> <p><b>Children will know that:</b> Christians believe in God, and they find out about God in the Bible</p> <p>Christians believe God is loving, kind, fair</p> <p>Christians worship God,</p>	<p><b>Incarnation:</b> Why does Christmas matter to Christians? (5 weeks)</p> <p><b>Children will know that:</b> Christians believe that Jesus is God and that he was born as a baby in Bethlehem</p> <p>The bible points out that his birth showed he was extraordinary (e.g. he is worshipped as a king, in Matthew)</p> <p>Christians celebrate Jesus' birth</p>	<p>What is important for Muslim Children (4 weeks)</p> <p>Children will know that:</p> <p style="padding-left: 40px;">that the word 'Islam' means 'peace' in Arabic</p> <p style="padding-left: 40px;">that 'respect' is important to Muslims</p> <p>That Muslims believe That Muhammad (pbuh*): Is a prophet and the last messenger of Allah in Islam. Is the best example of a Muslim, and that they should try to be like him</p> <p>That the Qur'an: is the special book for Muslims and is written in Arabic · contains the holy words of Allah to Muhammad</p>	<p><b>Salvation:</b> Why does Easter matter to Christians Children (4weeks into summer)</p> <p><b>Children will know that:</b></p> <p>Easter is very important in the 'big story' of the bible Jesus showed that he was willing to forgive all people even for putting him on the cross.</p> <p>Christians believe Jesus builds a bridge between God and humans.</p> <p>Christians believe Jesus rose from the dead giving people hope of a new life.</p>	<p><b>Gospel:</b> What is the good news Jesus brings? (4weeks)</p> <p><b>Children will know that:</b> Christians believe Jesus brings good news for all people</p> <p>For Christians, this good news includes being loved by God, and being forgiven for bad things.</p> <p>Christians believe Jesus is a friend to the poor and friendless.</p> <p>Christians believe Jesus' teachings make people think hard about how to live and show them the right way.</p>	<p>Why did Jesus tell parables (4weeks)</p> <p>Children will know that</p> <ul style="list-style-type: none"> <li>· that stories can teach people things</li> <li>· the Bible contains parables that Jesus told</li> <li>· Jesus' parables are found in the New Testament</li> <li>· parables have a deep meaning</li> <li>· that Jesus told parables to explain important truths to people</li> <li>· that the truths in Jesus' parables have an impact on a Christian's life</li> </ul>
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	<p><b>Why is Harvest a worldwide celebration? (4 weeks)</b></p> <p><b>Children will know that:</b> that Harvest is a time for celebration that some people like to say thank you to God for the harvest that others would want to thank the people who've worked hard to provide food that the food we eat comes from many different places around the world how people with different beliefs and cultures give thanks for the Harvest and share what they have with others that we are part of a wider global community and have a responsibility to care for our world</p>	<p>What is important for Muslim Children (1 week) Children will know that: that the word 'Islam' means 'peace' in Arabic  that 'respect' is important to Muslims  That Muslims believe That Muhammad (pbuh*): Is a prophet and the last messenger of Allah in Islam. Is the best example of a Muslim, and that they should try to be like him  That the Qur'an: is the special book for Muslims and is written in Arabic · contains the holy words of Allah to Muhammad</p>	<p><b>Creation:</b> Who made the world? (4weeks) into spring 2</p> <p><b>Children will know that:</b> God created the universe  The Earth and everything in it are important to God.  God has a unique relationship with human beings.  Humans should care for the world because it belongs to God.</p>		<p>What is the torah and why is it important to Jewish children (5weeks into summer 2)</p> <ul style="list-style-type: none"> <li>• What it means to treat something with respect</li> <li>• The Torah is the Jewish holy book and contains rules for Jews to live by</li> <li>• The Torah is in the form of a scroll and is written in Hebrew</li> <li>• The Torah can also be found in the Old Testament section of the Bible</li> <li>• The synagogue is the place where Jews go to learn, worship God and be together as a community, and is where the Torah is kept</li> <li>• Light is a symbol for God's presence in the synagogue</li> </ul>	
<p><b>Y2</b></p>	<p><b>Autumn 1</b> <b>Topic: Tales With a Twist</b></p>	<p><b>Autumn 2</b> <b>Topic: Castles and Christmas</b></p>	<p><b>Spring 1</b> <b>Topic: Bostin' Birmingham Landmarks</b></p>	<p><b>Spring 2</b> <b>Topic: Bostin' Birmingham Landmarks</b></p>	<p><b>Summer 1</b> <b>Topic: Our Great World</b></p>	<p><b>Summer 2</b> <b>Topic: Our Great World</b></p>

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<b>Knowledge Curriculum coverage</b>	<p><b>God:</b> What do Christians Believe God is like (digging deeper) (4weeks)</p> <p><b>Children will know that:</b> Christians believe in God, and they find out about God in the Bible</p> <p>Christians believe God is loving, kind, fair and also Lord and King; and there are some stories that show this</p> <p>Some stories show these Christian beliefs</p> <p>Christians worship God, and try to live in ways that please him</p>	<p><b>Incarnation:</b> Why does Christmas matter to Christians? (digging deeper) (5weeks into Spring term)</p> <p><b>Children will know that:</b> Christians believe that Jesus is God and that he was born as a baby in Bethlehem</p> <p>The bible points out that his birth showed he was extraordinary (e.g. he is worshipped as a king, in Matthew) and that he came to bring good news (e.g. to the poor, in Luke).</p> <p>Christians celebrate Jesus' birth : Advent for Christians is a time for getting ready for Jesus' coming</p> <p>Think, talk and ask questions about the Christmas story and the lessons they might learn from it: for example, about being kind and generous.</p>	<p><b>In what ways is the mosque special to Muslim children (5weeks)</b></p> <p><b>Children will know that:</b> The mosque is the special place of worship for Muslims</p> <p>That the different parts of a mosque have different names and different purposes</p> <p>That Muslims go to a mosque to worship Allah and learn from the Qur'an</p> <p>Why mosques are decorated with patterns and Arabic writing</p> <p>That people demonstrate respect by removing their shoes and wearing modest clothing</p>	<p><b>Salvation:</b> Why does Easter matter to Christians (5weeks)</p> <p><b>Children will know that:</b> Easter is very important in the 'big story' of the bible Jesus showed that he was willing to forgive all people even for putting him on the cross.</p> <p>Christians believe Jesus builds a bridge between God and humans.</p> <p>Christians believe Jesus rose from the dead giving people hope of a new life.</p>	<p><b>Creation:</b> Who made the world? (5weeks)</p> <p><b>Children will know that:</b> God created the universe</p> <p>The Earth and everything in it are important to God.</p> <p>God has a unique relationship with human beings as their Creator and sustainer.</p> <p>Humans should care for the world because it belongs to God.</p> <p>Think, talk and ask questions about living in an amazing world</p>	<p><b>Gospel:</b> What is the good news Jesus brings? (5 weeks)</p> <p><b>Children will know that:</b> Christians believe Jesus brings good news for all people</p> <p>For Christians, this good news includes being loved by God, and being forgiven for bad things.</p> <p>Christians believe Jesus is a friend to the poor and friendless.</p> <p>Christians believe Jesus' teachings make people think hard about how to live and show them the right way.</p>
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<p><b><u>How does a Dreidl help Jewish children to remember? (4weeks) into Autumn 2</u></b></p> <p><b>Children will know that:</b></p> <ul style="list-style-type: none"> <li>• that there are traditions associated with the celebration of Hanukkah</li> <li>• that the story behind Hanukkah is central to the festival</li> <li>• the symbol of the hanukiah is related to the story</li> <li>• that light is seen as representing the presence of God</li> <li>• that remembering how God has helped them in the past is important to Jewish families</li> </ul>				<p><b><u>Why do Jewish children celebrate Shabbat? (4 weeks)</u></b></p> <p><b>Children will know that:</b></p> <ul style="list-style-type: none"> <li>• that families celebrate special times in many different ways</li> <li>• that Shabbat and the Friday night meal are an important part of Jewish family life and help Jewish families to feel closer to God</li> <li>• Shabbat lasts from sunset on Friday to sunset on Saturday, and that there are symbols that mark its beginning and its end</li> <li>• Shabbat is a time of rest and recalls how God rested on the seventh day after creation</li> </ul>	
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<b>Reception Knowledge, Skills and Vocabulary</b>		
<b>Knowledge</b>	<b>Skills</b>	<b>Vocabulary</b>

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<p>Listening attention and understanding:</p> <ul style="list-style-type: none"> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</li> <li>Make comments about what they have heard and ask questions to clarify their understanding;</li> </ul> <p>Self regulation:</p> <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> </ul> <p>Managing self:</p> <ul style="list-style-type: none"> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly</li> </ul> <p>Literary</p> <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</li> </ul> <p>Understanding the world</p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p><u>Empathy-</u> To begin to consider the feelings and beliefs of others.</p> <p><u>Investigation</u> Asking relevant questions.</p> <p><u>Interpretation</u> Drawing meaning from artefacts Beginning to suggest meanings of religious texts.</p> <p><u>Analysis</u> Distinguishing between simple features of different religions and beliefs.</p> <p><u>Expression</u> Expressing views and responding to questions of religion and belief through a variety of media</p>	<p><b>Autumn Term 1:</b> <b>(Christianity): Assembly, God, Pray, Amen, Church, Worship, Jesus</b> <b>(Islam): Mosque</b> <b>(Judaism): Temple Synagogue</b> <b>(Shared): home, secret, private, secluded</b></p> <p><b>Autumn term 2:</b> <b>(Christianity): Mary, Joseph, Shepherd, Bible, Nativity, Manger, Christmas, Christian, Carol, Disciples, Christening, Parables</b></p> <p><b>Spring term 1:</b> <b>(Islam): Muhammad, Iman</b> <b>(Judaism): Moses, synagogue, Rabbi</b> <b>(Shared): Special, precious, memory, remember, religious, celebration, artefacts, unique, belonging, community, leader,</b></p> <p><b>Spring term 2:</b> <b>(Christianity): Palm Sunday, Resurrection, Crucifixion, Hosanna, Cross, Easter, Repent Celebration, Religious, Creator, Samiratan, candle.</b></p> <p><b>Summer term 1</b> <b>(Christianity): Creator, praise, commandment, creation. creed</b></p> <p><b>Summer term 2:</b> <b>(Christianity): New/old testament, story, poem, characters</b> <b>(Islam): Allah, Muslim, Arabic, Beautiful names</b></p>
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- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

**Year 1 Knowledge, Skills and Vocabulary**

**Knowledge**

**Skills**

**Vocabulary**

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<ul style="list-style-type: none"> <li>Identify similarities in features of religions and beliefs.</li> <li>Retell religious, spiritual and moral stories.</li> <li>Respond sensitively and imaginatively to questions about their own and others' ideas, experiences and feelings</li> <li>Give a reason why something may be valued by themselves and others</li> </ul>	<p><u>Empathy-</u></p> <ul style="list-style-type: none"> <li>Considering the thoughts, feelings, experiences, attitudes, beliefs and values of others</li> <li>Developing the ability to identify feelings such as love, wonder, forgiveness and sorrow</li> </ul> <p><u>Investigation</u></p> <ul style="list-style-type: none"> <li>Asking relevant questions</li> <li>Beginning to know how to gather information from a variety of sources.</li> </ul> <p><u>Interpretation</u></p> <ul style="list-style-type: none"> <li>Drawing meaning from artefacts, works of art.</li> <li>Suggesting meanings of religious texts.</li> </ul> <p><u>Analysis</u></p> <ul style="list-style-type: none"> <li>Distinguishing between the features of different religions and beliefs</li> </ul> <p><u>Application</u></p> <ul style="list-style-type: none"> <li>Making the association between religion / belief and individual life</li> </ul> <p><u>Expression</u></p> <ul style="list-style-type: none"> <li>Expressing views and responding to questions of religion and belief through a variety of media</li> </ul>	<p><b>Autumn1</b> <b>(Christianity)</b> <b>Parables, Jesus, Loving, Forgiving, Harvest</b> <b>(Judaism)</b> <b>Sukkot</b> <b>(Shared)</b> <b>Worldwide producer food bank</b> <b>Autumn2</b> <b>(Christianity)</b> <b>Christian, Mary, Angels, Christmas</b> <b>(Judaism)</b> <b>Jews</b> <b>(Islam)</b> <b>Muslims Adhan</b> <b>(Shared)</b> <b>Prayer blessing Amen, collective worship</b> <b>Spring 1</b> <b>(Christianity)</b> <b>Creation</b></p> <p><b>Church, Easter, Parables, Saviour, Ascension, Heaven, Death, Bereavement, Grief Friendship, Disciple, John, Revelation</b></p> <p><b>Qur'an Islam messenger holy Arabic Peace Submission Prophet Allah madrassah</b></p>
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**Year 2 Knowledge, Skills and Vocabulary**

<b>Knowledge</b>	<b>Skills</b>	<b>Vocabulary</b>
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<ul style="list-style-type: none"> <li>• Identify similarities in features of religions and beliefs.</li> <li>• Retell religious, spiritual and moral stories.</li> <li>• Identify possible meanings for stories, symbols and other forms of religious expression.</li> <li>• Identify how religion and belief is expressed in different way.</li> <li>• Respond sensitively and imaginatively to questions about their own and others' ideas, experiences and feelings</li> <li>• Ask questions about their own and others' ideas, feelings and experiences</li> <li>• Give a reason why something may be valued by themselves and others</li> <li>• Recognise that some questions about life are difficult to answer</li> </ul>	<p><u>Empathy-</u></p> <ul style="list-style-type: none"> <li>• Considering the thoughts, feelings, experiences, attitudes, beliefs and values of others</li> <li>• Developing the ability to identify feelings such as love, wonder, forgiveness and sorrow</li> </ul> <p><u>Investigation</u></p> <ul style="list-style-type: none"> <li>• Asking relevant questions</li> <li>• Knowing how to gather information from a variety of sources.</li> </ul> <p><u>Interpretation</u></p> <ul style="list-style-type: none"> <li>• Drawing meaning from artefacts, works of art, music and symbolism</li> <li>• Suggesting meanings of religious texts.</li> </ul> <p><u>Analysis</u></p> <ul style="list-style-type: none"> <li>• Distinguishing between opinion and fact</li> <li>• Distinguishing between the features of different religions and beliefs</li> </ul> <p><u>Application</u></p> <ul style="list-style-type: none"> <li>• Making the association between religion / belief and individual life</li> </ul> <p><u>Expression</u></p> <ul style="list-style-type: none"> <li>• Expressing views and responding to questions of religion and belief through a variety of media</li> </ul>	<p><b>Celebration, God, Loving, Forgiving, Fair Just, Creator, creation</b></p> <p><b>Church, Christian, Bible, Jesus, Christmas, Easter, Christmas, Parables, Saviour , Jonah, Gospel, Advent, Incarnation, Nativity</b></p> <p><b>Mosque Imam Mihrab Makkah Ka'bah Muezzin Adhan Prayer / salah wudu</b></p>
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