

**RE Curriculum Progression at Merebrook Infant School**

ENQUIRY FOCUS Essential Learning Objective	EYFS			Keystage 1		
	Skills (MK Syllabus)	Knowledge	Key Vocabulary	Skills (MK Syllabus)	Knowledge	Key Vocabulary
<b>BELIEVING</b>  <b>To understand Beliefs and teachings (from various religions)</b>	Children begin to explore the world of religion in terms of special people, books, times, places and objects, visiting places of worship and through celebration.	Children begin to learn about Harvest, Diwali, Christmas, Hanukkah, Chinese new year and Easter through stories, movie clips, use of objects, pictures and places. Children begin to learn the beliefs and teachings of different religions. They learn some of the things that make them unique and learn to talk about some of the similarities and differences in relation to friends or family. Children enjoy joining in with family customs and routines and talk about them.	Special, important, same, different,  Harvest, festival, church, food bank, pray  Diwali, Hindu, India, Festival of lights, Rangoli, Diva (oil) lamps, fireworks, good, evil, light, darkness  Christmas, celebrations, Jesus, Mary, Joseph, Bethlehem, Wise men, Christingles  Jews, Hanukkah, miracle, menorah, temple, light, oil, army, soldiers, King,	Children make enquiry into, and investigation of, the nature of religion, its beliefs and teachings, sources, practices and forms of expression, and as such, require accurate and respectful teaching of the core beliefs of each religion. It includes the skills of interpretation, analysis and explanation.	Children recall and name different beliefs and key teachings associated with religions. Children begin to recognise different religious symbols, their relevance for individuals and how they feature in festivals.	Harvest, festival, church, hymns, donations, food bank, Christians, pray, worship  Creation, Adam, Eve, light, darkness,  Christmas, celebrations, Jesus, Mary, Joseph, Bethlehem, Wise men, Advent, Advent wreath, Christingles, advent calendars, Church, bell tower, clock, vicar, bible, font, stained glass window, cross, pew, grave, bishop, lectern, candle, altar, organ, baptism, christening, wedding, funeral
<b>BELONGING</b>  <b>To understand Rituals, ceremonies and lifestyles (from various religions)</b>	Children listen to and talk about stories and are introduced to specialist words and use their senses in exploring religious rituals and ceremonies and practices and forms of expression.	Children begin to learn rituals, ceremonies and lifestyles associated with different religions such as Christianity, Judaism and Hinduism. They learn to show interest in the lives of people who are familiar to them. Children begin to remember and talk about significant events in their own experience.	Chinese new year, fireworks, lanterns, fire crackers, red envelopes, dragon, rice dumpling  Easter, Good Friday, Easter Sunday, cross, Judas, Last Supper, tomb, Angel, heaven	Children make enquiry into, investigation of and reflection on the identity of a believer, the diversity within each faith tradition, the values and beliefs held in common in religious communities and the way those communities express themselves in the world.	Children explore daily practices and rituals of religions, identifying religious practices and recognising that some are featured in more than one religion. Children begin to reflect on their own experiences of attending ceremonies.	Easter, cross, Good Friday, Easter Sunday, crucification, Judas, Last Supper, tomb, Angel, heaven  Jews, Jewish people, Hanukkah, miracle, menorah, temple, light, oil, army, soldiers, King Antiochus, Maccabee brothers,  Synagogue, bimah, ark, Torah Scroll, Eternal light, Star of David, Rabbi, Tallit, kippah, Passover.  Rosh Hashanah – (Jewish New Year)  Yom Kippur ( the Day of Atonement)  Sukkot / Sukkoth, Moses, ten commandment, Egypt, Israel (Promise land)
<b>BEHAVING</b>  <b>To understand How beliefs are expressed (from various religions)</b>		Children recognise and describe special times or events for family or friends. Children show interest in different occupations and ways of life.		Children make enquiry into, investigation of and reflection on the way that believers put their beliefs into practice. They study the links between religious belief and ethical actions and the impact of those beliefs on people’s lives. It includes the skills of interpretation, analysis and explanation, and they learn to communicate their growing understanding using specialist vocabulary.	Children describe how shared values in a community can affect behaviour and outcomes. Children explore a range of sources of wisdom and the traditions from which they come. They can suggest some meanings to religious stories. Children begin to recognise different symbols and how they express a community’s way of life.	

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<p>REFLECT ON, RESPOND TO AND MAKE LINKS</p> <p><b>To reflect and to grow personally</b></p> <p><b>To understand the links between religions and own lives.</b></p>	<p>Children develop a sense of curiosity, interest and enjoyment in discovery. Children begin to express feelings and preferences, reflect upon own feelings and experiences.</p> <p>They use imagination and curiosity to develop appreciation and wonder of the world in which we live. Children make comments and ask questions about what they</p>	<p>Through listening to stories from different religions and their beliefs and teachings, children begin to make comments on actions and choices and consequences and learn to understand values and morals. Children learn that other children do not always enjoy the same things and learn to be sensitive to this.</p> <p>They learn about similarities and differences between themselves and others and among families, communities and traditions.</p>	<p>Good, bad, evil, wrong, right, fair, unfair, actions, consequences, right choices, wrong choices, same, different</p>	<p>Children learn to reflect and respond and make links between these three areas (believing, behaving and belonging). They develop skills of application, interpretation and evaluation of what they learn about religious belief, identity and behaviour.</p>	<p>Children look at how an appreciation of religion plays an important role in the lives of some people. They make links to expressing identity and belonging and what is important to them. Children can identify things that are important in their lives; ask questions about the puzzling aspects of life and understand that there are similarities and differences between people.</p>	<p>Good, bad, evil, wrong, right, fair, unfair, actions, consequences, right choices, wrong choices, same, different, values, morals</p>
<p>REFLECT ON, RESPOND TO AND MAKE LINKS</p> <p><b>To understand values (in their own life and others' lives)</b></p>	<p>have learned and begin to show empathy and open-mindedness towards different points of view.</p>			<p>Children learn to develop and communicate their own ideas, particularly in relation to questions of identity and belonging, purpose and truth, and values and commitments.</p>	<p>Children look at and appreciate how people's values are an important aspect of their lives. Children look at religious stories to understand actions and consequences. Children begin to make connections to their own lives, looking at their own actions and consequences and choices they make. Children look at how values affect a community and individuals and explain how actions can affect other people. Children understand that they have their own choices to make and begin to understand the concept of morals.</p>	