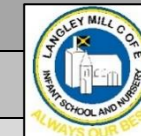


Langley Mill Church of England Infant School and Nursery – Curriculum Progression



Religious Education

Believing (religious beliefs, teachings, sources; questions about meaning, purpose and truth)

Pre-nursery	Nursery	Reception	ELG	Year 1	Year 2	Mastery & Greater Depth
<ul style="list-style-type: none"> Notices differences between people. (UW) Makes connections between the features of their family and their families. (UW) 		<ul style="list-style-type: none"> Recognises that people have different beliefs and celebrate special times in different ways. (UW) 	<ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. (UW) Understand the past through settings, characters and events encountered in books read in class and storytelling. (UW) 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. (UW) 	<ul style="list-style-type: none"> Talks about the fact that Christians believe in God and follow the example of Jesus. Recognises some Christian symbols and images used to express ideas about God. Talks about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad. Identifies some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr. Recognises that Muslims do not draw Allah the Prophet, but use calligraphy to say what God is like. Talks about the fact that Jewish people believe in God. Recognises that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat). Talks about some of the stories that are used in religions and why people still read them. Recognises some ways in which Christians, Muslims and Jewish people treat their sacred books. 	<ul style="list-style-type: none"> Talks about some simple ideas about Christian beliefs about God and Jesus. Retells a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means. Talks about issues of good and bad, right and wrong arising from the stories Asks some questions about believing in God and offers some ideas of their own. Talks about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah. Retells a story about the life of the Prophet Muhammad. Recognises some objects used by Muslims and suggests why they are important. Identifies some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel. Talks about how the mezuzah in the home reminds Jewish people about God. Talks about how Shabbat is a special day of the week for Jewish people, and gives some examples of what they might do to celebrate Shabbat. Retells a story that shows what Jewish people at the festival of Sukkot Chanukah or Pesach might think about God, suggesting what it means. Asks some questions about believing in God and offers some ideas of their own. Recognises that sacred texts contain stories which are special to many people and should be treated with respect. Retells stories from the Christian Bible and stories from another faith; suggesting the meaning of these stories. Asks and suggests answers to questions arising from stories Jesus told and from another religion. 	<ul style="list-style-type: none"> Makes links between what Jesus taught and what Christians believe and do. Responds thoughtfully to a piece of Christian music and Bible text that inspired it. Makes links between that the Holy Qur'an says and how Muslims behave. Asks some questions about god that are hard to answer and offer some ideas of their own. Makes links between some Jewish teachings and how Jewish people live. Expresses their own ideas about the value of times of reflection, thanksgiving, praise and remembrance, in the light of their learning about why Jewish people choose to celebrate in these ways. Suggests own ideas about stories from sacred texts and gives reasons for their significance. Makes links between the messages within sacred texts and the way people live.

Expressing (religious and spiritual forms of expression; questions about identity and diversity)

Pre-nursery	Nursery	Reception	ELG	Year 1	Year 2	Mastery & Greater Depth
	<ul style="list-style-type: none"> Develops their sense of responsibility and membership of a community. (PSED) Continues to develop positive attitudes about differences between people. (UW) 	<ul style="list-style-type: none"> Understands that some places are special to members of their community. (UW) 	<ul style="list-style-type: none"> Shows sensitivity to their own and others' needs. (PSED) 	<ul style="list-style-type: none"> Recognises that there are special places where people go to worship, and talk about what people do there. Identifies at least three objects used in worship in two religions. Identifies a special time they celebrate and explains simply what celebration means. Talks about ways in which Jesus was a special person who Christians believe it the Son of God. 	<ul style="list-style-type: none"> Identifies 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. Talks about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe. Describes some of the ways in which people use music in worship, and talks about how different kinds of music makes them feel. Asks good questions during a school visit about what happens in a church, synagogue or mosque. Identifies some ways Christians celebrate Christmas/Easter/ Harvest/Pentecost and some ways a festival is celebrated in another religion. Retells stories connected with Christmas/Easter/ Harvest/Pentecost and a festival in another religion and says why these are important to believers. Ask questions and suggests answers about stories to do with Christian festivals and a story from a festival in another religion. Collects examples of what people do, give, sing remember or think about at the religious celebrations studied, and say why they matter to believers. 	<ul style="list-style-type: none"> Suggests meanings to religious songs, responding sensitively to ideas about thanking and praising. Begins to be awareness that some people regularly worship God in different ways and in different places. Suggests meanings for some symbols and actions used in religious celebrations, including Easter/Christmas, Chanukah and/or Eid-ul-Fitr. Identifies some similarities and differences between the celebrations studies.

Living (religious practices and ways of living; questions about values and commitments)

	<ul style="list-style-type: none"> Develops their sense of responsibility and membership of a community. (PSED) 	<ul style="list-style-type: none"> Sees themselves as a valuable individual. (PSED) Thinks about the perspectives of others. (PSED) Talks about members of their immediate family and community. (UW) Names and describes people who are familiar to them. (UW) 		<ul style="list-style-type: none"> Values about belonging to a group that is important to them. Shows an awareness that some people belong to different religions. Talks about how religions teach that people are valuable, giving simple examples. Recognises that some people believe God created the world and so we should look after it. 	<ul style="list-style-type: none"> Recognises and names some symbols of belonging from their own experience, for Christians and at least one other religion, suggesting what these might mean and why they matter to believers. Gives an account of what happens in a traditional Christian infant baptism / dedication and suggests what the actions and symbols mean. Identifies two ways people show they belong to each other when they get married. Responds to examples of cooperation between different people. Retells Bible stories and stories from another faith about caring for others and the world. Identifies ways that some people make a response to God by caring for others and the world. Talks about issues of good and bad, right and wrong arising from the stories. Talks about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more. Uses creative ways to express their own ideas about the creation story and what it says about what God is like 	<ul style="list-style-type: none"> examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences. Identify some similarities and differences between the ceremonies studied. Gives examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories. Answer the title question 'How should we care for others and the world, and why does it matter?' thoughtfully, in the light of their learning in this unit.
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