



**CURRICULUM  
AND  
SKILLS PROGRESSION**

Subject Area: Religious Education

**EYFS DEVELOPMENT MATTERS**

Understand that some people places are special to members of their community Recognise that people have different beliefs and celebrate special times in different ways

**EARLY LEARNING GOAL – PEOPLE, CULTURE AND COMMUNITIES**

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

**SURREY AGREED SYLLABUS FOR RE**

Skills and knowledge outlined in the progression grid reflect the requirements of the Surrey Agreed Syllabus for Religious Education.

EYFS	YEAR 1	YEAR 2
	<b>END OF KEY STAGE EXPECTATIONS</b>	
Explore the key concepts 'specialness', 'celebration' and 'belonging' through 6 key questions:  Who am I, and where do I belong?  Why do we have celebrations?  What makes a place special?  What makes something special?  What can we learn from stories?  What makes our world wonderful?	<p><b>KNOW ABOUT AND UNDERSTAND RELIGIONS</b></p> <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 meaning for stories, symbols and other forms of religious expression.</li> <li>Identify how religion and belief are expressed in different ways.</li> </ul> <p><b>Express ideas, beliefs &amp; insights</b></p> <ul style="list-style-type: none"> <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><b>CHRISTIANITY - KNOW ABOUT AND UNDERSTAND RELIGIONS</b></p> <ul style="list-style-type: none"> <li>Suggest meanings for some Biblical images of God.</li> <li>Talk about some Christian beliefs about what God is like.</li> <li>Retell events from Jesus' life.</li> <li>Identify which events show that Jesus is like God.</li> <li>Recognise that Jesus' miracles raise puzzling questions.</li> <li>Retell the main events of the Christmas story using religious vocabulary.</li> <li>Identify something about Christmas that would be important to Christians.</li> <li>Retell a parable told by Jesus.</li> <li>Suggest what they think the meaning of a parable is.</li> <li>Understand that Jesus told parables to teach people important truths.</li> <li>Suggest meanings for the symbols connected with the story of Easter.</li> <li>Suggest why an egg is a good symbol of new life or what Christians believe about new life.</li> </ul> <p><b>EXPRESS IDEAS, BELIEFS &amp; INSIGHTS</b></p> <ul style="list-style-type: none"> <li>Articulate their own beliefs/ideas connected with images of God.</li> <li>Talk about events from Jesus' life that they can identify with, e.g. Choosing friends, being lost, losing someone.</li> <li>Ask questions about Jesus' life.</li> <li>Give a reason for what is important to them about Christmas</li> <li>Talk about the different people in the Christian story and how they might have felt at different times.</li> <li>Express their own ideas about the themes of parables.</li> <li>Talk about what is important in a parable – for them and for others.</li> </ul>	<p><b>CHRISTIANITY - KNOW ABOUT AND UNDERSTAND RELIGIONS</b></p> <ul style="list-style-type: none"> <li>Retell stories from the Bible to others and identify what 'part' God plays in the story.</li> <li>Suggest some things that Christians might learn from the Bible.</li> <li>Talk about what a clue means in relation to the Christmas story.</li> <li>Recognise some symbols within a church and suggest what they mean.</li> <li>Identify how Christians show that God is important.</li> <li>Retell stories about how people were changed by meeting Jesus.</li> <li>Identify possible meanings for stories/religious words/ art.</li> <li>Suggest reasons why Christians might call Jesus 'Saviour.'</li> <li>Suggest what different symbols of the Easter story might mean.</li> </ul> <p><b>EXPRESS IDEAS, BELIEFS &amp; INSIGHTS</b></p> <ul style="list-style-type: none"> <li>Connect their own emotions to the experiences of accounts from the Bible.</li> <li>Talk about the puzzling aspects of the clues in the Christmas story.</li> <li>Suggest which aspect of 'church' might be most important to them, or to a Christian.</li> <li>Respond to the idea of 'rescue' in Bible stories, making relative comments.</li> <li>Discuss how people who met Jesus might have felt before, during and after.</li> </ul> <p>Demonstrate respect and sensitivity for the feelings/thoughts/beliefs of others in the way they talk.</p>

Identify with different people within the Easter story and talk about the range of emotions involved.	
<b>JUDAISM</b>	<b>JUDAISM</b>
<b>KNOW ABOUT AND UNDERSTAND RELIGIONS</b> <ul style="list-style-type: none"> <li>Identify some things that Jews learn from the Torah.</li> <li>Identify possible meanings for the commandments that G_d gave to Moses.</li> <li>Suggest why light is used to symbolise G_d's presence in the synagogue.</li> <li>Demonstrate how the Torah should be treated and suggest why that might be</li> </ul> <b>EXPRESS IDEAS, BELIEFS &amp; INSIGHTS</b> <ul style="list-style-type: none"> <li>Explain what it means to treat something with respect.</li> <li>Suggest why the Torah is valued by Jews.</li> </ul>	<b>KNOW ABOUT AND UNDERSTAND RELIGIONS</b> <ul style="list-style-type: none"> <li>Talk about different elements of Shabbat and why this would be important to Jewish families</li> <li>Identify key symbols of the Shabbat meal and suggest what they mean.</li> <li>Suggest what makes Shabbat a day of rest, or how it might help Jewish families to feel closer to G_d.</li> </ul> <b>EXPRESS IDEAS, BELIEFS &amp; INSIGHTS</b> <ul style="list-style-type: none"> <li>Discuss how families have different routines and engage in a variety of activities in the week and weekend</li> <li>Talk about how Jewish families put their beliefs about the importance of Shabbat into practise in their home/ synagogue</li> <li>Identify what might be important to the different Jewish families they encounter throughout the resources</li> <li>Suggest what makes Shabbat a special family time.</li> </ul>

<b>ISLAM</b>	<b>ISLAM</b>
<b>KNOW ABOUT AND UNDERSTAND RELIGIONS</b> <ul style="list-style-type: none"> <li>Demonstrate how the Qur'an should be treated and suggest why this might be.</li> <li>Retell stories about Muhammad (pbuh) and suggest what people might learn from them or what made Muhammad (pbuh) a good leader.</li> <li>Identify what Muslims believe about the Prophet Muhammad (pbuh) and the Qur'an</li> <li>Retell a story from Muhammad's (pbuh) life</li> <li>Understand why the Prophet Muhammad (pbuh) is important to Muslims</li> </ul> <b>EXPRESS IDEAS, BELIEFS &amp; INSIGHTS</b> <ul style="list-style-type: none"> <li>Discuss how Muslim's beliefs are shown in their family and community life</li> <li>Reflect on how Muslim's show respect</li> <li>Identify what is important to Muslims</li> <li>Explain how Islam shapes the behaviour and life's of Muslims</li> </ul>	<b>KNOW ABOUT AND UNDERSTAND RELIGIONS</b> <ul style="list-style-type: none"> <li>Identify how peace and respect are important to Muslim people.</li> <li>Suggest what some of Allah's names might mean and why they might be 'beautiful' to a Muslim.</li> <li>Explain how the different prayer positions might help a Muslim pray.</li> <li>Describe why Muslims wash before praying.</li> </ul> <b>EXPRESS IDEAS, BELIEFS &amp; INSIGHTS</b> <ul style="list-style-type: none"> <li>Suggest why Muhammad is important to Muslims and how they show respect.</li> <li>Consider why Muslims might learn parts of the Qur'an by heart.</li> <li>Suggest what it means to treat someone or something with respect. Discuss how Muslims show respect for Allah in prayer.</li> </ul>
<b>COMPARATIVE UNITS</b>	
<b>HARVEST</b>	<b>STORIES</b>
<b>KNOW ABOUT AND UNDERSTAND RELIGIONS</b> <ul style="list-style-type: none"> <li>Talk about how and why some people like to say thank you to god for harvest.</li> <li>Recognise the similarities and differences between ideas and practices relating to the celebration of harvest.</li> </ul> Recognise that important parts of harvest are gratitude and sharing. <b>EXPRESS IDEAS, BELIEFS &amp; INSIGHTS</b> <ul style="list-style-type: none"> <li>Discuss and suggest reasons why some people want to help others.</li> <li>Suggest reasons why harvest is a time to be thankful and share.</li> </ul>	<b>KNOW ABOUT AND UNDERSTAND RELIGIONS</b> <ul style="list-style-type: none"> <li>Suggest why stories may be special to different communities</li> <li>Give examples of how stories might help people (communities) to live their lives or to find comfort</li> <li>Talk simply about the meanings of stories or what people might learn from them e.g. about God or how to live</li> </ul> <b>EXPRESS IDEAS, BELIEFS &amp; INSIGHTS</b> <ul style="list-style-type: none"> <li>Retell stories of experiences and from previous learning</li> <li>Respond with sensitivity to different types of stories and that these are often special to different people</li> <li>Recognise that some stories explore difficult questions or give hope to people in difficult times</li> </ul>

...LONG, LONG AGO	<b>Who am I and where do I belong?</b> Exploring questions of identity e.g. what makes them special and unique as well as thinking of different places where they 'belong'. Investigating different ways in which religious people show they 'belong'. Considering how new babies are welcomed into the world.	<b>CHRISTIANITY ISLAM</b> <b>JUDAISM</b>  <b>THE CHRISTMAS STORY</b>
OFF WE GO...	<b>What makes a place special?</b> Understanding that places are special for different people and that some places hold special memories. Beginning to understand that some people go to special buildings to pray or be close to God.	<b>CHRISTIANITY ISLAM</b> <b>JUDAISM</b>

...TO THE WORLD AND BEYOND	<b>What makes something special?</b> How might objects be considered 'precious' or 'special', including religious artefacts. Understanding that something that is precious to you might be different from someone else.	<b>CHRISTIANITY ISLAM JUDAISM</b>
GROWING	<b>What makes our world wonderful?</b>	<b>THE BIBLE</b>

	Thinking about our world as a place of wonder. Opportunities to explore the Creation account from the bible, whilst also thinking about their own and others' ideas.	
LET'S CELEBRATE	<b>Why do we have celebrations?</b> Exploring the idea of 'celebration' as an important religious concept. Discussing children's personal experiences of celebrations and how celebrations can help us understand more about what people believe.	<b>A VARIETY OF CELEBRATIONS WHICH REPRESENT THE CLASS</b>

<b>TOPIC</b>	<b>YEAR 1 LEARNING</b>	<b>RELIGION, KEY CELEBRATIONS &amp; KEY STORIES</b>
WHERE I BELONG	<b>Why do Christians call God 'creator'?</b> Understanding that most Christians believe God created the world and that the Bible tells the overarching account of God's plan. Exploring why love is important to Christians. Exploring how different communities express thanks for harvest. The idea of global citizenship.	<b>CHRISTIANITY</b>  <b>GOD CREATION HARVEST JEWISH Sukkot, CHRISTIAN Harvest Festival</b>
IN DAYS GONE BY	<b>What is the 'Nativity' and why is it important to Christians?</b> Exploring events in the Christmas story and why Christmas is such an important celebration for Christians all around the world.	<b>CHRISTIANITY</b>  <b>THE CHRISTMAS STORY JESUS CHRIST</b>
THE GREAT OUTDOORS; ANIMALS	<b>What is important for Muslim families?</b> Exploring key beliefs about Muhammad (PBUH - 'Peace Be Upon Him') and the Qur'an so that children can see what is important for most Muslim families and how this shapes their lives.	<b>ISLAM</b>  <b>THE Qur'an</b>
THE GREAT OUTDOORS; PLANTS	<b>What do Christians learn from stories of Jesus?</b> Exploring how Jesus lived, highlighting that many of his experiences were the same as ours (human), whilst many others were exceptional (indicative of his holiness). Considering the experiences people share, and do not share, with Jesus, and the example Jesus set for Christians through these.	<b>CHRISTIANITY</b>  <b>THE BIBLE THE LOST SHEEP THE LOST COIN THE EASTER STORY</b>
EXPLORING OUR SKIES; UP, UP AND AWAY!	<b>What is the Torah and why is it important to Jewish families?</b> Introducing the Torah as the special holy book for Jews, because it contains the words of (*G_d), especially Ten Commandments that help them to live good lives. It also offers the opportunity for pupils to think about how rules make a difference to their lives and whether it's important that rules are 'fair'.	<b>JUDAISM TORAH</b>
EXPLORING OUR SKIES; WONDERFUL WEATHER!	<b>Why should we look after our world?</b> Reflecting on the natural world. Asking what makes it precious and why and how we should care for it. Reflecting on the creation account (found in the Bible, Torah and the Qur'an) and learning that non-religious people also show wonder at the natural world, concern about environmental issues, and also have beliefs about how the world came to be.	<b>CREATION STORIES</b>

TOPIC	YEAR 2 LEARNING	RELIGION, KEY CELEBRATIONS & KEY STORIES KEY
MAGICAL CREATURES	<p><b>What is God like for Christians?</b> Build on the idea of God as the creator. Share images of God from the Bible. Understanding that Christians are the followers of Jesus.</p>	CHRISTIANITY
TUNNELS, TURRETS & TOWERS	<p><b>Why is giving important to Christians?</b> Understanding why and when Christians give to others. Knowing that Christians (as 'Church') give in different ways, examples include: service such as food banks. Exploring commandments to 'love God and love others'. Understanding that Christian's give at Christmas because God gave Jesus.</p>	CHRISTIANITY  CHRISTMAS CHRISTMAS STORY
LAND AHOY!	<p><b>Why do Jewish families celebrate the gift of Shabbat?</b> Introduce Shabbat as a special gift of rest for Jewish people. Explore the Friday night meal and the symbols associated with Shabbat. Understand what is involved in the Saturday night ceremony and how this represents the start of the new week. Make links to the creation story.</p>	JUDAISM  SHABBAT      SHALOM REST
ANIMAL ADVENTURES	<p><b>Why do Christians call God 'Saviour'?</b> Exploring how Jesus was a friend and saviour to people he met. Considering how meeting Jesus often changed people's lives and how Jesus is still 'Saviour' for Christians today. <b>Why is Easter important to Christians?</b> Exploring what the Easter story shows Christians about Jesus and that the 'heart' of the story is that Jesus died to 'mend' people's friendship with God.</p>	CHRISTIANITY  JAIRUS' DAUGHTER JESUS & ZACCHAEUS WATER INTO WINE
OUT OF THIS WORLD	<p><b>Who is Allah, and how do Muslims worship him?</b> Exploring how some of Allah's 99 names express who Allah is for Muslims, and how worship of Allah is central to Muslim families and how they live their lives.</p>	ISLAM  MUHAMMAD (PBUH)