

Inglewood Nursery and Infant School - Vertical progression – Religious Education overview

Inglewood Nursery and Infant School RE teaching follows the Cumbria SACRe Agreed Syllabus

The Early Learning Goals that link most closely to this are:

Understanding the World (People and Communities)

Children talk about past and present events in their own lives and the lives of family members. They know that other children don't always enjoy the same things and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

Understanding the World (The World)

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

Focus	A. Informed Know about and Understand a range of religions and World views		B. Expressive Express ideas and insights about the nature, significance and impacts of religions and world views		C. Enquiring and Reflective Gain and deploy skills needed to engage seriously with religions and world views	
	Knowledge	Skills	Knowledge	Skills	Knowledge	Skills
Nursery-Little Fawns	<ul style="list-style-type: none"> Know some key features of their local area 	<ul style="list-style-type: none"> Name and share a place that is special to them 	<ul style="list-style-type: none"> Know about a celebration that is significant to them 	<ul style="list-style-type: none"> Respond to music/artwork related to a relevant celebration 	<ul style="list-style-type: none"> Notice differences between people. 	<ul style="list-style-type: none"> Make connections between features of their own family and other families.
Nursery-Little Owls	<ul style="list-style-type: none"> Understand that some places are special to members of their community. 	<ul style="list-style-type: none"> Be able to talk about the differences they have experienced or seen in photos. 	<ul style="list-style-type: none"> Know about relevant religious celebrations and some ways they are celebrated. 	<ul style="list-style-type: none"> Talk about religious pictures and objects Listen to religious stories and respond to what they have heard. 	<ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. 	<ul style="list-style-type: none"> Develop positive attitudes about the differences between people.
Reception	<ul style="list-style-type: none"> Know that some buildings have religious significance 	<ul style="list-style-type: none"> Draw some key features of a place of worship/make a model/paint 	<ul style="list-style-type: none"> Recognise that people have different beliefs and celebrate special times in different ways. 	<ul style="list-style-type: none"> Compare and contrast stories from different faiths and cultures. Handle religious objects with care 	<ul style="list-style-type: none"> Know about similarities and differences between themselves and others, among families and within the community 	<ul style="list-style-type: none"> Talk about members of their immediate family and community. Show sensitivity towards the likes and interests of others.

<p>Year One</p>	<ul style="list-style-type: none"> • Recount a visit to a local church and talk about some Christian objects they saw there. <p>Know that the cross is a Christian symbol.</p> <p>Recall some events from the Easter story.</p>	<ul style="list-style-type: none"> * I can use simple religious vocabulary and phrases when talking about a practice from a religion. * I can recognise some religious symbols and artefacts. * I can recall parts of a religious story and know that it is from a sacred text and is special to some people. 	<ul style="list-style-type: none"> • Explain why Jesus is important to Christians. <p>Compare key features of a familiar celebration with those of a religious festival.</p> <p>Be able to ask and respond to questions from a faith story.</p>	<ul style="list-style-type: none"> * I ask who, what and when questions when exploring a religion. * I can recognise and name some features of religious life. * I can express my own ideas about a religious story or festival using music, drama or art. 	<ul style="list-style-type: none"> • Describe some ways that an inspirational person can help others. <p>Know that people can belong to different groups (including faith groups) and express how belonging to a community makes them feel.</p>	<ul style="list-style-type: none"> * I can talk about my experience of the world. * I can talk about what is important to me (values and concerns) and say what I think is right and wrong. * I can talk about groups that I belong to and know that people can belong to different groups within the local community.
<p>Year Two</p>	<ul style="list-style-type: none"> • Describe some activities that take place within a place of worship. <p>Explain the meaning behind some religious symbols and rituals.</p> <p>Sequence the key events of the Easter story and explain the importance of Easter to Christians</p>	<ul style="list-style-type: none"> * I can use religious vocabulary and phrases to describe some key features of a religious practice. * I can explain the meaning of some religious symbols and rituals. * I can retell a religious story and discuss its meaning. 	<ul style="list-style-type: none"> • Explain why prayer is important to some people. <p>Know why attending Mosque is an important part of being a Muslim.</p> <p>Talk about Christian and Muslim beliefs about our responsibilities towards animals and nature.</p>	<ul style="list-style-type: none"> * I can ask questions about belonging and belief, and can express my own ideas and opinions. * I can talk about how religion is expressed in different ways. * I can express my own ideas and beliefs about Creation through art, music or poetry. 	<ul style="list-style-type: none"> • Explore different creation stories and respond sensitively to the beliefs of others. <p>To explore rules at home and within other settings and why they may vary.</p> <p>Identify values of personal importance.</p>	<ul style="list-style-type: none"> * I recognise that some questions cause people to wonder and are difficult to answer. * I can express and discuss my ideas about right and wrong and make connections with the values of faith groups I have learnt about. * I can respond sensitively when identifying similarities and difference between some religious/faith groups within the local community.