

Fairfield Infant and Nursery School

RE

Knowledge and Skills

Nursery	Reception	Year 1	Year 2	Year 3
<ul style="list-style-type: none"> • Creative play, make-believe, role play, dance and drama • Dressing up and acting out scenes from stories, celebrations or festivals • Making and eating festival food • Talking and listening to each other; hearing and discussing stories of all kinds, including religious and secular stories with themes such as goodness, difference, the inner world of thoughts and feelings, and imagination • Exploring authentic religious artefacts, including those designed for small children such as 'soft toy' artefacts or story books 	<p>Which stories are special and why?</p> <ul style="list-style-type: none"> • talk about some religious stories • recognise some religious words, e.g. about God • identify some of their own feelings in the stories they hear • identify a sacred text e.g. Bible, Qur'an • talk about what Jesus teaches about keeping promises and say why keeping promises is a good thing to do • talk about what Jesus teaches about saying 'thank you', and why it is good to thank and be thanked 	<p>Who is a Christian and what do they believe?</p> <p>Emerging:</p> <ul style="list-style-type: none"> • Talk about the fact that Christians believe in God and follow the example of Jesus (A1). • Recognise some Christian symbols and images used to express ideas about God (A3). <p>Expected:</p> <ul style="list-style-type: none"> • Talk about some simple ideas about Christian beliefs about God and Jesus (A1). • Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means (A2). • Talk about issues of good and bad, right and wrong arising from the stories (C3). • Ask some questions about believing in God and offer some ideas of their own (C1). <p>Exceeding:</p> <ul style="list-style-type: none"> • Make links between what Jesus taught and 	<p style="text-align: center;">Autumn 1</p> <p>Who is a Muslim and what do they believe?</p> <p>Emerging:</p> <ul style="list-style-type: none"> • Talk about the fact that Muslims believe in God (Allah) and follow the example of the Prophet Muhammad identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr (A1). • Recognise that Muslims do not draw Allah or the Prophet, but use calligraphy to say what God is like (A3). <p>Expected:</p> <ul style="list-style-type: none"> • Talk about some simple ideas about Muslim beliefs about God, making links with some of the 99 Names of Allah (A1). • Re-tell a story about the life of the Prophet Muhammad (A2). • Recognise some objects used by Muslims and suggest why they are important (A2). • Identify some ways Muslims mark Ramadan and celebrate Eid-ul-Fitr and how this might make them feel (B1). <p>Exceeding:</p> <ul style="list-style-type: none"> • Make links between what the Holy Qur'an says and how Muslims behave (A2). • Ask some questions about God that are hard to answer and offer some ideas of their own (C1). 	<p>What do different people believe about God?</p> <p>Emerging:</p> <ul style="list-style-type: none"> • Identify beliefs about God that are held by Christians, Hindus and/or Muslims (B1). • Retell and suggest the meanings of stories from sacred texts about people who encountered God (A1). <p>Expected:</p> <ul style="list-style-type: none"> • Describe some of the ways in which Christians Hindus and/or Muslims describe God (A1). • Ask questions and suggest some of their own responses to ideas about God (C1). <p>Exceeding:</p> <ul style="list-style-type: none"> • Suggest why having a faith or belief in something can be hard (B2). • Identify how and say why it makes a difference in people's lives to

<ul style="list-style-type: none"> • Seeing pictures, books and videos of places of worship and meeting believers in class • Listening to religious music • Starting to introduce religious terminology • Work on nature, growing and life cycles or harvest • Seizing opportunities spontaneously or linking with topical, local events such as celebrations, festivals, the birth of a new baby, weddings or the death of a pet • Starting to talk about the different ways in which people believe and behave, and encouraging children to ask questions. 		<p>what Christians believe and do (A2).</p> <ul style="list-style-type: none"> • Respond thoughtfully to a piece of Christian music and a Bible text that inspired it (B1). 		<p>believe in God (B1).</p> <p>Exceeding:</p> <ul style="list-style-type: none"> • Identify some similarities and differences between ideas about what God is like in different religions (B3). • Discuss and present their own ideas about why there are many ideas about God.
Autumn 2				
	<p>Which people are special and why?</p> <ul style="list-style-type: none"> • talk about people who are special to them • say what makes their family and friends special to them • identify some of the qualities of a good friend • reflect on the question 'Am I a good friend?' • recall and talk about stories of Jesus as a friend to others • recall stories about special people in other religions and talk about what we can learn from them. 	<p>How and why do we celebrate special and sacred times?</p> <p>Emerging:</p> <ul style="list-style-type: none"> • Identify a special time they celebrate and explain simply what celebration means (A1). • Talk about ways in which Jesus was a special person who Christians believe is the Son of God (A2). <p>Expected:</p> <ul style="list-style-type: none"> • Identify some ways Christians celebrate Christmas/Easter/Harvest/Pentecost and some ways a festival is celebrated in another religion (A1). • Re-tell stories connected with Christmas/ Easter/Harvest/Pentecost and a festival in another religion and say why these are important to believers (A2). • Ask questions and suggest answers about stories to do with Christian festivals and a story from a festival in another religion (B1). • Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied, and say why they matter to believers (C1). Exceeding: • Suggest meanings for some symbols and actions used in religious celebrations, including Easter/Christmas, Chanukah and/or Eid-ul-Fitr (A3). • Identify some similarities and differences between the celebrations studied (B3). 		<p>Why is the Bible important for Christians today?</p> <p>Emerging:</p> <ul style="list-style-type: none"> • Recall and name some Bible stories that inspire Christians (A2). • Identify at least two ways Christians use the Bible in everyday life (B1). <p>Expected:</p> <ul style="list-style-type: none"> • Make connections between stories in the Bible and what Christians believe about creation, the Fall and salvation (A2). • Give examples of how and suggest reasons why Christians use the Bible today (B1). • Describe some ways Christians say

			<p><i>God is like, with examples from the Bible, using different forms of expression (A1).</i></p> <ul style="list-style-type: none"> <i>• Discuss their own and others' ideas about why humans do bad things and how people try to put things right (C3).</i> <p>Exceeding:</p> <ul style="list-style-type: none"> <i>• Explain how the Bible uses different kinds of stories to tell a big story (A2).</i> <i>• Suggest why Christians believe that God needs to rescue/save human beings (B2).</i>
Spring 1			
<p>Which places are special and why?</p> <ul style="list-style-type: none"> <i>• talk about somewhere that is special to themselves, saying why</i> <i>• be aware that some religious people have places which have special meaning for them</i> <i>• talk about the things that are special and valued in a place of worship</i> 	<p>What makes some places sacred?</p> <p>Emerging:</p> <ul style="list-style-type: none"> <i>• Recognise that there are special places where people go to worship, and talk about what people do there (A1).</i> <i>• Identify at least three objects used in worship in two religions (A3).</i> <p>Expected:</p>	<p>What can we learn from sacred books?</p> <p>Emerging:</p> <ul style="list-style-type: none"> <i>• Talk about some of the stories that are used in religion and why people still read them (A2).</i> <i>• Recognise some ways in which Christians, Muslims and Jewish people treat their sacred books (B3).</i> <p>Expected:</p> <ul style="list-style-type: none"> <i>• Recognise that sacred texts contain stories which are special to many people and should be treated with respect (B3).</i> <i>• Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories (A2).</i> <i>• Ask and suggest answers to questions arising from stories Jesus told and from another religion (C1).</i> 	<p>Why are festivals important to religious people?</p> <p>Emerging:</p> <ul style="list-style-type: none"> <i>• Recognise and identify some differences between religious festivals and other types of celebrations (B2).</i> <i>• Retell some stories behind festivals (e.g.</i>

	<ul style="list-style-type: none"> • identify some significant features of sacred places • recognise a place of worship • get to know and use appropriate words to talk about their thoughts and feelings when visiting a church. 	<ul style="list-style-type: none"> • Identify 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 (A3). • Talk about ways in which stories, objects, symbols and actions used in churches, mosques and/or synagogues show what people believe (B2). • Describe some of the ways in which people use music in worship, and talk about how different kinds of music makes them feel (C1). • Ask good questions during a school visit about what happens in a church, synagogue or mosque (B1). <p>Exceeding:</p> <ul style="list-style-type: none"> • Suggest meanings to religious songs, responding sensitively to ideas about thanking and praising (A2). • Show that they have begun to be aware that some people regularly worship God in different ways and in different places (B3). 	<ul style="list-style-type: none"> • Talk about issues of good and bad, right and wrong arising from the stories (C3). <p>Exceeding:</p> <ul style="list-style-type: none"> • Suggest their own ideas about stories from sacred texts and give reasons for their significance (C1). • Make links between the messages within sacred texts and the way people live (A2). 	<p>Christmas, Divali, Pesach) (A2).</p> <p>Expected:</p> <ul style="list-style-type: none"> • Make connections between stories, symbols and beliefs with what happens in at least two festivals (A2). • Ask questions and give ideas about what matters most to believers in festivals (e.g. Easter, Eid) (B2). • Identify similarities and differences in the way festivals are celebrated within and between religions (A3). • Explore and suggest ideas about what is worth celebrating and remembering in religious communities and in their own lives (C1). <p>Exceeding:</p> <ul style="list-style-type: none"> • Discuss and present their own responses about the role of festivals in the life of Britain today, showing their understanding of the values and beliefs at the heart of each festival studied, using a variety of media (C2).
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Spring 2				
<p>Which times are special and why</p> <ul style="list-style-type: none"> • give examples of special occasions and suggest features of a good celebration • recall simple stories connected with Christmas/ Easter and a festival from another faith • say why Christmas/Easter and a festival from another faith is a special time for Christians/ members of the other faith. 	<p>Continue from Autumn 1</p>	<p>Who is Jewish and what do they believe?</p> <p>Emerging:</p> <ul style="list-style-type: none"> • Talk about the fact that Jewish people believe in God (A1). • Recognise that some Jewish people remember God in different ways (e.g. mezuzah, on Shabbat) (A3). <p>Expected:</p> <ul style="list-style-type: none"> • Talk about how the mezuzah in the home reminds Jewish people about God (A3). • Talk about how Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbat (B1). • Re-tell a story that shows what Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means (A2). • Ask some questions about believing in God and offer some ideas of their own (C1). <p>Exceeding:</p> <ul style="list-style-type: none"> • Make links between some Jewish teachings and how Jewish people live (A2). • Express 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 (C1). 	<p>Continue above</p>	
Summer 1				
<p>Where do we belong?</p> <ul style="list-style-type: none"> • re-tell religious stories making connections with personal experiences • share and record occasions when things have happened in their lives that made them feel special • recall simply what happens at a traditional Christian infant baptism and dedication 	<p>What does it mean to belong to a faith community?</p> <p>Emerging:</p> <ul style="list-style-type: none"> • Talk about what is special and of value about belonging to a group that is important to them (B2). • Show an awareness that some people belong to different religions (B1). <p>Expected:</p>	<p>How should we care for the world and why does it matter?</p> <p>Emerging:</p> <ul style="list-style-type: none"> • Talk about how religions teach that people are valuable, giving simple examples (B1). • Recognise that some people believe God created the world and so we should look after it (A2). <p>Expected:</p> <ul style="list-style-type: none"> • Re-tell Bible stories and stories from another faith about caring for others and the world (A2). • Identify ways that some people make a response to God by caring for others and the world (B1). • Talk about issues of good and bad, right and wrong arising from the stories (C3). • Talk about some texts from different religions that promote the 'Golden Rule', and think about what would happen if people followed this idea more (C2) 	<p>What does it mean to be a Christian in Britain today?</p> <p>Emerging:</p> <ul style="list-style-type: none"> • Identify and name examples of what Christians have and do in their families and at church to show their faith (A3). • Ask good questions about what Christians do to show their faith (B1). 	

	<ul style="list-style-type: none"> • <i>additional opportunity if you have children from religions other than Christianity in your setting</i> • <i>recall simply what happens when a baby is welcomed into a religion other than Christianity.</i> 	<ul style="list-style-type: none"> • <i>Recognise and name 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 (A3).</i> • <i>Give an account of what happens at a traditional Christian infant baptism /dedication and suggest what the actions and symbols mean (A1).</i> • <i>Identify two ways people show they belong to each other when they get married (A1).</i> <p><i>Respond to examples of co-operation between different people (C2)</i></p> <p>Exceeding:</p> <ul style="list-style-type: none"> • <i>Give examples of ways in which believers express their identity and belonging within faith communities, responding sensitively to differences (B2).</i> • <i>Identify some similarities and differences between the ceremonies studied (B3).</i> 	<ul style="list-style-type: none"> • <i>Use creative ways to express their own ideas about the creation story and what it says about what God is like (C1).</i> <p>Exceeding:</p> <ul style="list-style-type: none"> • <i>Give examples of ways in which believers put their beliefs about others and the world into action, making links with religious stories (B1).</i> • <i>Answer the title question thoughtfully, in the light of their learning in this unit (C1).</i> 	<p>Expected:</p> <ul style="list-style-type: none"> • <i>Describe some examples of what Christians do to show their faith, and make connections with some Christian beliefs and teachings (A1).</i> • <i>Describe some ways in which Christian express their faith through hymns and modern worship songs (A2).</i> • <i>Suggest at least two reasons why being a Christian is a good thing in Britain today, and two reasons why it might be hard sometimes (B2).</i> • <i>Discuss links between the actions of Christians in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others (C2).</i> <p>Exceeding:</p> <ul style="list-style-type: none"> • <i>Explain similarities and differences between at least two different ways of worshipping in two different Christian churches (A3).</i> • <i>Discuss and present ideas about</i>
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				<p><i>what it means to be a Christian in Britain today, making links with their own experiences (C1).</i></p>
<u>Summer 2</u>				
	<p>What is special about our world?</p> <ul style="list-style-type: none"> • <i>talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world</i> • <i>re-tell stories, talking about what they say about the world, God, human beings</i> • <i>think about the wonders of the natural world, expressing ideas and feelings</i> • <i>express ideas about how to look after animals and plants</i> • <i>talk about what people do to mess up the world and what they do to look after it.</i> 	Continue above	Continue above	Continue above