



# Biddick Hall Infant & Nursery School

## Religious Education - Progression Document

Across EYFS children will be learning to:

- Children discussing their own experiences and feelings.
- Children exploring different religious and non-religious celebrations such as Diwali, Bonfire night, Christmas, Chinese New Year and Easter.
- Children beginning to understand that people celebrate in different ways.
- Children talking about their family.
- Children beginning to recognise themselves as part of the wider community, e.g. part of Biddick Hall Infants and Nursery school.
- Children taking part in whole school celebrations such as the Harvest festival.
- Recognise differences between themselves and others.
- Recognise the importance of respecting each other's feelings, thoughts and values.

	Knowledge and Understanding - End Points	Skills – Critical Thinking and Personal Reflection. End Points	Local context and key resources.	Key Vocab	End Points Challenge For Most Able	Supporting End Points For SEND
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### Autumn Term

Year 1: Belonging to Christianity	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>To recognise and name features of religious life and practice.</li> <li>To identify some ways in which Christians worship and celebrate special events.</li> <li>To recognise symbols and other verbal and visual forms of religious expression.</li> <li>To use some religious vocabulary.</li> </ul>	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> <li>To express their own views and give simple reasons to support these, in relation to the religious material they learn about.</li> <li>To show some awareness of other people's views.</li> <li>To be able to reflect on their own feelings, ideas and values and appreciate that not all people think, feel and believe the same.</li> </ul>	The Bible, Photos from a church, Christening gown, candle.	Baptism / Christening, Christianity, God, Jesus, belonging, celebration, community, family, church, Godparents, Priest/ Vicar.	<p>You may expect to see:</p> <ul style="list-style-type: none"> <li>Some children providing reasoning behind why an object or person is of importance to them.</li> <li>Children comparing what is of importance to themselves and Christians to what is of importance to people with different religious views.</li> <li>Children suggesting ways in how we can</li> </ul>	<p>You may expect to see:</p> <ul style="list-style-type: none"> <li>Children drawing pictures of an object or person who is of importance to them.</li> </ul>
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	<p>To begin to identify the impact religion has on believer's lives.</p> <p>To describe some forms of religious expression.</p> <p>To recognise, name and describe some religious artefacts and places.</p>	<p>To reflect on what influences them, making links between aspects of their own and others' experiences.</p> <p>To be able to draw meaning from artefacts, symbols and actions.</p>			<p>respect the views of others.</p>	
<p>Year 1:</p> <p>Why is Jesus important to Christians?</p>	<p>Pupils will be taught:</p> <p>To recall religious stories.</p> <p>To use religious vocabulary.</p> <p>To identify some ways in which Christians worship and celebrate special events.</p> <p>To identify some beliefs and features of Christianity and their importance for some people.</p> <p>To retell religious stories from The Bible and suggest meanings for religious actions and symbols.</p> <p>To identify the things that are important to their own lives and compare these to the beliefs of Christians.</p>	<p>Pupils will be taught to:</p> <p>To talk about what is of value and concern to themselves and to others.</p> <p>To reflect on their own feelings, ideas and values.</p> <p>To express their own views and give simple reasons to support these, in relation to the religious material they learn about.</p> <p>To reflect on what influences them, making links between aspects of their own and others' experiences.</p> <p>To value and respect the opinions, views and values of others.</p> <p>To be able to draw meaning from actions.</p>	<p>Bible, Bible Stories.</p>	<p>Jesus, God, Christians Stories, Story teller, Messages ,Inspire, Help, Guide, Special.</p>	<p>You will expect to see:</p> <p>Children reflecting upon religious stories and suggesting reason behind actions and symbols within the story.</p> <p>Children drawing links between Christianity and their own beliefs / other religions.</p> <p>Children comparing the beliefs of their own to the beliefs of others.</p>	<p>You will expect to see:</p> <p>Children recalling events from religious stories such as 'the lost coin' through a story boards / story maps.</p> <p>Children drawing pictures of important people.</p> <p>Children reflecting verbally upon stories,</p>

<p>Year 1:</p> <p>Why are gifts given at Christmas?</p>	<p>Pupils will be taught to:</p> <p>retell the Bible story of The nativity.</p> <p>Identify why Christians celebrate Christmas.</p> <p>demonstrate an understanding of some of the ways Christians celebrate Christmas.</p> <p>have a simple knowledge of some of the similarities and differences between the beliefs of Christians and other non-religious worldwide views.</p>	<p>Pupils will be taught to:</p> <p>To talk about what is of value and concern to themselves and to others.</p> <p>To raise questions in response to their new learning.</p> <p>To express their own views and give simple reasons to support these.</p> <p>To reflect on their own feelings, ideas and values.</p> <p>To reflect upon what influences them, making links between aspects of their own and other experiences.</p>	<p>The Nativity Story. Nativity Tableau.</p>	<p>Christmas Christians / Christianity Gifts Receiving / Giving Nativity Jesus Bethlehem</p>	<p>You will expect to see:</p> <p>Children drawing links between how the Nativity story has influenced Christian traditions.</p> <p>Children suggesting reasoning behind some of the events within the Nativity story.</p> <p>Children comparing their own beliefs to the beliefs of Christians.</p>	<p>You will expect to see:</p> <p>Children given pictures from the Nativity story which they can order.</p> <p>Visual scaffolds given to support the recall of the Nativity story which may then be recorded verbally.</p> <p>Sentence scaffolds may be given to support any work which is written in books.</p> <p>Pupil voice may be recorded via post it note or children may be videoed talking about how and why Christians celebrate Christmas.</p>
<p>Year 2:</p> <p>Why is the Bible special?</p>	<p>Pupils will be taught to:</p> <p>To identify some beliefs and features of religion and their importance for some people.</p> <p>To recall and retell religious stories from the Bible.</p> <p>To identify some of the ways in which religion is expressed.</p> <p>To begin to identify the impact religion has on believer's lives</p>	<p>Pupils will be taught to:</p> <p>To express their own views and give simple reasons to support these, in relation to the religious material they have studied.</p> <p>To be able to reflect on their own feelings, ideas and values.</p> <p>To begin to understand that not all people think, feel and believe the same.</p>		<p>Bible, Special, Sacred, Christians, Stories, Worship, Jesus, God, Teachings</p>	<p>You may expect to see:</p> <p>Children comparing stories from different religions.</p> <p>Children reflecting upon objects which are important to them and beginning to say why.</p> <p>To identify similarities and differences between different religious artefacts.</p>	<p>You may expect to see:</p> <p>Children discussing objects which are of importance to them.</p> <p>Children listening to others and identifying that what is important to them may be different to what is important to others.</p> <p>Children being given visual scaffolds to support discussions.</p> <p>Children may draw links from their visit to</p>

		To reflect on what influences them, making links between aspects of their own and others' experiences.				the Church in Year One.
Year 2:  Why is Moses special to Jewish people?	<p>Pupils will be taught:</p> <p>To use religious vocabulary.</p> <p>To retell the Story of Moses.</p> <p>To identify some beliefs and features of Judaism and their importance to Jewish people.</p> <p>To begin to identify the impact religion has on a believer's lives.</p> <p>To suggest meanings for religious actions and symbols.</p>	<p>Pupils will be taught:</p> <p>To talk about what they find interesting or puzzling.</p> <p>To talk about what is of value and concern to themselves and to others.</p> <p>To reflect on their own feelings, ideas and values.</p> <p>To express their own views and give simple reasons to support these, in relation to the religious material they learn about.</p> <p>To reflect on what influences them, making links between aspects of their own and others' experiences.</p> <p>To be able to draw meaning from artefacts, symbols and actions.</p> <p>To value and respect the opinions, views and values of others.</p>	<p>Story of Moses. Pictures of important figures, prime minister, members of the royal family, teachers, Mrs Willis.</p>	<p><i>Jewish leader</i></p> <p><i>Protector</i></p> <p><i>Ten commandments</i></p> <p><i>Rules</i></p> <p><i>Beliefs</i></p> <p><i>Judaism</i></p> <p><i>God</i></p>	<p>You will expect to see:</p> <p>Children explaining why a particular person is important to them.</p> <p>Children reflecting upon the Story of Moses and suggesting meaning behind events in the story.</p> <p>Children demonstrating an understanding of important figures from other religions. For example, whilst Moses is important to Jewish people, Jesus is an important figure to Christians.</p> <p>Children comparing their own beliefs to those of Jewish people.</p>	<p>You will expect to see:</p> <p>Children to be given a short selection of pictures depicting important parts of the story of Moses which they can order.</p> <p>Children drawing a picture of someone whom is important to them / Children being recorded discussing who is important to them.</p> <p>Children building upon 'The Biddick Way' to develop their own rules in comparison to the ten commandments.</p>

<p>Year 2:</p> <p>How and why do Jews celebrate Hanukkah?</p>	<p>Pupils will be taught to:</p> <p>To identify some ways in which Jewish people celebrate Hanukkah.</p> <p>To use religious vocabulary within their writing.</p> <p>To identify some beliefs and features of Judaism and their importance to Jewish people.</p> <p>To begin to show awareness of similarities and differences in the ways Christians and Jews celebrate special events.</p> <p>To retell the story of Hanukkah through a story map and suggest meanings for religious actions and symbols within the story.</p>	<p>Pupils will be taught to:</p> <p>To express their own views and support them using a plausible reason in relation to the religious material they learn about.</p> <p>To reflect on their own feelings, values and experiences in regard to how they celebrate special events.</p> <p>To reflect on what influences them as an individual whilst making links between aspects of their own and others' experiences.</p> <p>To be able to draw meaning from artefacts, symbols and actions.</p>	<p>Hanukkah Story.</p> <p>Nonfiction books about Hanukkah.</p> <p>Menorah's</p> <p>Dreidels.</p>	<p>Hanukkah</p> <p>Festival of lights</p> <p>Jewish/Judaism</p> <p>Jerusalem / Israel</p> <p>Temple</p> <p>King Antiochus</p> <p>Judah Maccabee / The Maccabees (army)</p> <p>Oil</p> <p>Menorah</p>	<p>You will expect to see:</p> <p>Children drawing links between the story of Hanukkah and the ways in which Jewish people choose to celebrate Hanukkah.</p> <p>Children making comparisons between their own traditions and Jewish traditions.</p>	<p>You will expect to see:</p> <p>Children given a small selection of pictures depicting parts of the Hanukkah story which they can order.</p> <p>Children given visual scaffolds to support their recall as to how Jewish people celebrate Hanukkah.</p>
<p>Spring Term</p>						

<p>Year 1:</p> <p>What can we learn about Christianity from visiting a church?</p>	<p>Pupils will be taught:</p> <p>To identify a place of worship important to Christians.</p> <p>To Recognise and name features of a Christian Church.</p> <p>To recognise, name and describe some religious artefacts. Such as The Bible, a crucifix and rosary beads.</p> <p>To identify some ways in which Christians worship and celebrate special events such as christenings.</p>	<p>Pupils will be taught to:</p> <p>To discuss what they find interesting or puzzling.</p> <p>To raise questions in response to their new learning.</p> <p>To talk about what is of value and concern to themselves and to others.</p> <p>To reflect on their own feelings, ideas, and values and be aware of the experiences and feelings of others, in relation to the religious material studied.</p> <p>To express their own views and give simple reasons to support these.</p> <p>To draw meaning from artefacts and suggest plausible meanings for why they are important to Christians.</p>	<p>Trip to All Saints Church.</p> <p>Christian Artefacts: The Bible, A children's Bible, Crucifix, Rosary Beads, Candles.</p> <p>Church Model.</p>	<p>Christianity Christians Church Place of Worship Priest/Vicar Stained glass window Pews Altar Crucifix cross Rosary Beads Jesus God</p>	<p>You will expect to see:</p> <p>Children describing the purpose of various features within a church.</p> <p>Some children may be able to describe the purpose of various religious artefacts and consider why they might be of importance to Christians.</p> <p>Some children may be able to compare Christian traditions to traditions of other religions previously explored.</p> <p>Some children may be encouraged to consider what is important to them and suggest why they are of importance.</p> <p>All of the above may be recorded on post-its, via video or written by the child.</p>	<p>You will expect to see:</p> <p>Labels provided to allow children to label a church without the need for writing.</p> <p>Labels provided to allow children to label artefacts without the need for writing.</p> <p>Children may be recorded talking about the church, religious artefacts or describing some of the ways Christians worship and celebrate within the church.</p> <p>Scaffolds may be given to support any work which is written in books.</p>
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<p>Year 1</p> <p>The Easter Story.</p>	<p>Pupils will be taught:</p> <p>To retell The Easter Story and suggest meanings for religious actions and symbols.</p> <p>To identify some ways in which Christians and Jews worship and celebrate special events.</p> <p>To use some religious words.</p> <p>To identify the things that are important to their own lives and compare these to religious beliefs.</p> <p>To make links between beliefs and sources, including religious stories and sacred texts.</p>	<p>Pupils will be taught:</p> <p>To begin to discuss what they find interesting or puzzling.</p> <p>To talk about what is of value and concern to themselves and to others.</p> <p>To reflect on their own feelings, ideas and values.</p> <p>To express their views and support them using a plausible reason in relation to the religious material they learn about.</p> <p>To be able to draw meaning from Christian artefacts, symbols and actions.</p>	<p>Easter Egg competition.</p>	<p>Easter, Easter story, egg stone , Jesus, Jerusalem, Disciples, The Last Supper Palm Sunday, Good Friday Easter Sunday, New life/ New beginnings</p>	<p>You may expect to see:</p> <p>Children comparing their own traditions to those of Christians.</p> <p>Children drawing links between the Christian celebration of Easter and other religious celebrations.</p>	<p>You may expect to see:</p> <p>Children ordering pictures from the Easter story.</p> <p>Children verbally retelling the Easter Story.</p> <p>Children to draw a picture to show a picture of a time they have celebrated an event.</p> <p>Children will be able to recall information about celebrations covered within Reception.</p> <p>Children discussing times from the past where they have celebrated an event.</p>
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<p>Year 2</p> <p>The story of Venerable Bede</p>	<p>Pupils will be taught to:</p> <p>To understand who Venerable Bede was and his importance to Christians.</p> <p>To begin to understand the impact Venerable Bede had upon Christianity.</p> <p>To recognise what it would have been like to live in a monastery.</p>	<p>Pupils will be taught to:</p> <p>To reflect upon the important role of a monk within the Christian Religion.</p>	<p>Trip to Jarrow Hall.</p>	<p>St Bede, Monkwearmouth, Monastery, Monks , Nuns, Bible, Devoted, AngloSaxon, Prayers,Bishop, Abbot, Jarrow, Priest, Latin, Greek and Hebrew, Scientist and historian</p>	<p>You may expect to see:</p> <p>Children comparing their own life to the lives of children whom lived within the monastery.</p> <p>Children reflecting upon how religion has changed over time.</p>	<p>You may expect to see:</p> <p>Children reflecting upon pictures from their trip and discussing what they know about Venerable Bede.</p> <p>Children reflecting upon important people around school e.g. Mrs Willis.</p>
<p>Year 2</p> <p>How do Christians celebrate Easter?</p>	<p>Pupils will be taught to:</p> <p>Recall and reflect upon the Easter Story.</p> <p>To recall the events of Good Friday and Easter Sunday.</p> <p>To explore how some Christians, celebrate Easter.</p> <p>To begin to understand why some Christians celebrate Easter.</p> <p>To make links between The celebration of Easter and various religious artefacts.</p>	<p>Pupils will be taught to:</p> <p>To reflect upon their own beliefs with regards to celebrations they have experienced.</p> <p>To draw links between the Celebration of Easter and other Christian celebrations.</p> <p>To begin to appreciate that their own views and traditions may different from the views and traditions of others.</p>	<p>Easter Egg Competition.</p>	<p>Easter, Celebrations, Eggs, New life, New beginnings, Church services, Symbolising, Jesus, Sacrifice, Worship, Good Friday, Easter Sunday.</p>	<p>You may expect to see:</p> <p>Children drawing links between Christian artefacts and Christian celebrations.</p> <p>Children comparing their own traditions to the traditions of Christians and other religious celebrations.</p>	<p>Children being provided with visual scaffolds/pictures from the Easter Story / Christian artefacts.</p> <p>Children drawing pictures of their own celebrations and traditions.</p>
<p>Summer Term</p>						

<p>Year 1</p> <p>How do Jewish people celebrate Shabbat?</p>	<p>Pupils will be taught to:</p> <p>Identify how Jewish people celebrate Shabbat.</p> <p>To begin to understand why Jewish people celebrate Shabbat.</p> <p>To understand that Shabbat is part of Jewish life.</p> <p>To identify various Jewish artefacts with regards to Shabbat.</p>	<p>Pupils will be taught to:</p> <p>To reflect upon how Shabbat impacts upon the everyday lives of Jewish people.</p> <p>To ask questions about Jewish life.</p> <p>To talk about their own views, traditions and values.</p> <p>To be able to draw meaning from different Jewish artefacts.</p>		<p>Jewish, Jews, Home , Shabbat, Sabbath, Rest, Celebration, Belonging , Challah bread, Kiddush cup, Kippah, Star of David</p>	<p>You may expect to see:</p> <p>Children identifying Jewish artefacts and understanding how various artefacts are used within the celebration of Shabbat.</p> <p>Children drawing links between Shabbat and other religious celebrations.</p> <p>Children drawing upon their prior Knowledge of Jewish life from their teaching in Year One.</p> <p>Children comparing their own life to the lives of Jewish people.</p>	<p>You may expect to see:</p> <p>Children taking part in a Shabbat traditions such as the making of Challah bread.</p> <p>Children exploring physical artefacts and discussing what they think each object may be used for.</p> <p>Children talking upon their own experiences and with support considering how their life would change during the celebration of Shabbat.</p>
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<p>Year 2</p> <p>What can we find out about our local faith/religious communities ?</p>	<p>Pupils will be taught to:</p> <p>To identify which faiths / religions are prevalent within our local community.</p> <p>To use some religious words.</p> <p>To identify some beliefs and features of Islam.</p> <p>To begin to show awareness of similarities and differences between Islam and other religions.</p> <p>To begin to identify the impact religion has on a believer's daily life.</p> <p>To retell religious stories and suggest meanings for religious actions and symbols.</p> <p>To recognise, name and describe some religious artefacts and places of worship.</p>	<p>Pupils will be taught to:</p> <p>To ask important questions about religion and beliefs.</p> <p>To reflect upon their own experiences, values and beliefs.</p> <p>To draw meaning from various religious artefacts, symbols and actions.</p> <p>To draw links between different religions, identifying similarities and differences.</p>	<p>Trip to Local Mosque.</p>	<p>Faith, Belief, Community, Islam, Muslim, Mosque, Imam, Qur'an, Muhhamad, Allah, Eid al-Fitr, Ramadan.</p>	<p>You may expect to see:</p> <p>Children reflecting upon their trip to the mosque and comparing it to their previous trip to the church.</p> <p>Children comparing the religion of Islam to that of Judaism and Christianity.</p> <p>Children talking about their own experiences within the local area.</p>	<p>You may expect to see:</p> <p>Children looking at pictures from their trip to the mosque and identifying what they can see.</p> <p>Children sorting pictures of religious artefacts from different religions.</p>
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