

Progression of Skills: RE Nursery

	Topic: Marvellous Me (Black History Month)	Topic: Let's Celebrate	Topic: People who help us	Topic: Rhyme Time	Topic: How does your garden grow?	Topic: We're all going on a Summer holiday!
Objectives from Development Matters	<ul style="list-style-type: none"> Develop their sense of responsibility and membership of a community. (PSED 3-4) Continue to develop positive attitudes about the differences between people. (UtW 3-4) 	<ul style="list-style-type: none"> Develop their sense of responsibility and membership of a community. (PSED 3-4) Continue to develop positive attitudes about the differences between people. (UtW 3-4) 	<ul style="list-style-type: none"> Develop their sense of responsibility and membership of a community. (PSED 3-4) 			
Key learning	To know that they are part of a family and part of our school. To talk about how they look and how that is different to others. To talk about their likes and dislikes and how that is different to others.	To know that fire and fireworks are dangerous. To look after the environment and our local area on our Park visit. To show an interest in celebrations from different cultures (Diwali, Eid, Hanukkah and Christmas) and join in with activities linked to their celebrations. To listen with interest to the Nativity story.	To identify the occupations of people in our community and how they help us.			
Key vocab	Family, school, different, like, dislike	Safe, celebrate, names of festivals/celebrations (Bonfire Night, Diwali, Eid, Hanukkah and Christmas), names of key items linked to the celebrations i.e. diva lamp, menorah etc.	Job, names of occupations for people who help us i.e. firefighter, shopkeeper etc.			
What is this the foundation for?	Reception children will build on this by exploring in more detail some similarities and differences in beliefs, religions and celebrations of people in the community and beyond.	Reception children will look in more detail at the religious aspects of these festivals including the places/religious buildings and books that are special to the people celebrating them. They will be able to recall some events from the Nativity story.	Reception children will build on this by talking about members of the community and their role in society in more detail beyond just people who help us i.e. astronauts etc.			

Progression of Skills: RE Reception

	Topic: Who am I? (Black History Month)	Topic: Light and dark	Topic: A long time ago	Topic: Once upon a time	Topic: Spring and minibeasts	Topic: Amazing animals
Objectives from Development Matters	<ul style="list-style-type: none"> See themselves as a valuable individual. (PSED Rec) Think about the perspectives of others. (PSED Rec) Show sensitivity to their own and others' needs. (PSED Building Relationships ELG) Talk about members of their immediate family and community. (UtW Rec) Name and describe people who are familiar to them. (UtW Rec) Talk about the lives of the people around them and their roles in society. (UtW Past and Present ELG) 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. (UtW People and Communities ELG) 	<ul style="list-style-type: none"> Think about the perspectives of others. (PSED Rec) Recognise that people have different beliefs and celebrate special times in different ways. (UtW Rec) 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. (UtW People and Communities ELG) 	<ul style="list-style-type: none"> Think about the perspectives of others. (PSED Rec) Understand that some places are special to members of their community. (UtW Rec) 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. (UtW People and Communities ELG) 	<ul style="list-style-type: none"> Think about the perspectives of others. (PSED Rec) Understand the past through settings, characters and events encountered in books read in class and storytelling. (UtW Past and Present ELG) 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. (UtW People and Communities ELG) 	<ul style="list-style-type: none"> Think about the perspectives of others. (PSED Rec) See themselves as a valuable individual. (PSED Rec) Talk about members of their immediate family and community. (UtW Rec) Recognise that people have different beliefs and celebrate special times in different ways. (UtW Rec) 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. (UtW People and Communities ELG) 	<ul style="list-style-type: none"> Think about the perspectives of others. (PSED Rec) 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. (UtW People and Communities ELG)
Key learning	F2 – Which people are special and why? To talk about people who are special to them. To say what makes their family and friends special to them. To identify some qualities of a good friend. To recall and talk about stories of Jesus as a good friend to others. To recall a story about a special person in Sikhism and talk about what can be learnt from it.	F4 – Which times are special and why? To give examples of special occasions and suggest features of a good celebration. To recall simple stories connected with Diwali, Sukkot and Christmas. To say why these are special times for believers.	F3 – Which places are special and why? To talk about somewhere that is special to themselves, saying why. To be aware that some religious people have places which have special meaning for them. To talk about the things that are special and valued in a place of worship. To identify some significant features of sacred places. To recognise a place of worship. To use appropriate words to talk about their thoughts and feelings when visiting a church.	To know why the Easter story is important to Christians. To know that Jesus died. F1 – Which stories are special and why? To talk about some religious stories. To recognise some religious words i.e. God. To identify some of their own feelings in the stories they hear. To identify a sacred text i.e. Bible, Qur'an. To talk about what Jesus teaches about keeping promises.	F5 – Where do we belong? To retell religious stories, making connections with personal experiences. To share and record occasions when things have happened in their lives which made them feel special. To recall simply what happens at a traditional Christian infant baptism and dedication. To recall simply what happens when a baby is welcomed into Islam.	F6 – What is special about our world? To talk about things they find interesting, puzzling or wonderful and also about their own experiences and feelings about the world. To retell stories, talking about what they say about the world, God and humans. To think about the wonders of the natural world, expressing ideas and feelings. To talk about what people do to mess up the world and what they do to look after it.
Key vocab	Special, Jesus, Guru Nanak, friend	Special, celebrate, Diwali, Sukkot, Christmas, Jesus, born	Special, place, church, mosque, similar, different	Special, Bible, Jesus, God, promise, Qur'an, Easter, died	Special, God, Jesus, bless, welcome, font, whisper	Special, world, nature, creation, care
What is this the foundation for?	Year 1 will continue to learn about Christianity, Islam and Judaism. They will look in more detail at beliefs, special times, special places and holy books.					

*All children in Nursery and Reception will also take part in learning about Eid and an Eid party when Eid falls to allow us to celebrate this festival in the same way as Christmas to reflect our cultural and religious intake.