



Eagley Infant School - RE Progression

	Knowledge (1)	Skills (2)	Exemplification	Vocabulary
What will be in each section?	How we will develop religious knowledge and conceptual understanding through our Eagley Infant curriculum!	How we will be able to apply a range of skills across the curriculum. -	Exemplification that will be covered in each year group during each topic.	To be able to use a range of scientific vocabulary across KS1.
EYFS	<u>AT 1</u> Birth to three Notice differences between people Make connections between the features of their family and other families Three to Four Continue developing positive attitudes about the differences between people Reception Recognise that people have different beliefs and celebrate special times in different ways Understand that some places are special to members of their community ELG Know some similarities and differences between different religious and cultural communities	- Listening - Responding - Being interested and joining in - Enjoying - Shares experiences - Explains knowledge and understanding and asks questions of others - Be confident to talk about home and community - Be confident in new social situations	<u>Exemplification</u> Celebrations such as Christmas, Easter, Diwali, Eid, Chinese New Year, discussing birthday parties and weddings that children attend. Listen to stories from a range of religions and cultures and be able to recap some of these stories. Talk about new life as chicks hatch and animals are born	<u>RE vocabulary</u> Christian, Hindu, Muslim, Islam, church, temple, mosque, believe, festivals, celebrate, dance, sing, share, gifts/presents, cards Vocab for each religion and focus to be found in Bolton Syllabus

	in this country, drawing on their experiences and what has been read in class			
Y1	<u>AT 1</u> Name and recall episodes from some religious stories. Recognise some religious symbols, words, and visual forms. Recognise some features of religious life and practice.	- Recall - Understanding - Listening - Exploring - Wonder - Expression - Reflection	<u>Exemplification</u> Recap from Christianity, Hinduism and Islam Name the main religious symbols and the religion they represent Know that Christians go to the Church, Muslims go to the Mosque and Hindu's go to the Temple. Name some features of a church, mosque and temple and how people worship in them. Explain how religious people practise their religion in their daily life Talk about new life as chicks hatch and animals are born	RE vocabulary Religion, Christian, Hindu, Muslim, Islam, symbol, church, temple, mosque, belief, opinion, special, personal, key leaders, cross, festivals Vocab for each religion and focus to be found in Bolton Syllabus
Y2	<u>AT 1</u>		<u>Exemplification</u>	

Retell simple stories in the correct sequence.

Identify meaning in key religious words, symbols and stories.
Show awareness of some similarities between religions.

Identify some of the key features / practices of the religions studies.

- Recall
- Understanding
- Listening
- Exploring
- Wonder
- Expression
- Reflection

Recap and explain the significance of stories from Christianity, Hinduism and Islam

Exploring religious symbols and explain why they are significant.

Identify similarities and differences between religions and religious practices

Learn about going to the church, mosque, temple. How religious people practise their religion in their daily life

Talk about new life as chicks hatch and animals are born. Discuss the significance of this for Christians, Muslims and Hindu's eg cycle of re-birth in Hinduism.

RE vocabulary

Religion, Christian, Hindu, Muslim, Islam, symbol, church, temple, mosque, belief, opinion, special, personal, key leaders, cross, festivals

Vocab for each religion and focus to be found in Bolton Syllabus

EYFS	<u>AT 2</u> Birth to three Notice differences between people Make connections between the features of their family and other families Three to Four Continue developing positive attitudes about the differences between people Reception Recognise that people have different beliefs and celebrate special times in different ways Understand that some places are special to members of their community 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	- Listening - Responding - Being interested and joining in - Enjoying - Shares experiences - Explains knowledge and understanding and asks questions of others - Be confident to talk about home and community - Be confident in new social situations	Celebrations such as Christmas, Easter, Diwali, Eid, Chinese New Year, discussing birthday parties and weddings that children attend. Share feelings about these celebrations. Talk about new life as chicks hatch and animals are born, and flowers grow	I went ... I like... I didn't like ... I enjoyed ... I wore ... The best thing ... It made me feel ...
Y1	<u>AT 2</u> Their own experiences and feelings. What they find interesting or puzzling.	- Empathy - Sympathy - Reflection - Respect - Debating - Enquiry - Personal values	<u>Exemplification</u> Stories from Christianity, Hinduism and Islam – reflecting on what the story means to them	I think ... I feel... In my opinion ... My special ... x is important to me because ... I believe ...

	What is of value and concern on a personal level. Begin to recognise the difference between right and wrong.		Creating personal symbols with personal representation Talk about personal goals and values Explore rights and wrongs and the reasons why things are considered to be right or wrong Talk about new life as chicks hatch and animals are born and flowers blossom. How does it make you feel?	
Y2	<u>AT 2</u> Ask and respond sensitively to questions about their own and others' experiences and feelings. Recognise that some questions can be difficult to answer / cause people to wonder. Begin to ask questions about right and wrong and to recognise the values and concerns of others	- Empathy - Sympathy - Reflection - Respect - Values - Debating - Enquiry - Personal values	<u>Exemplification</u> Talk about personal goals, values and beliefs being respectful of the values, goals and beliefs of others. Recognise that we are all different and we share some beliefs and have differences in other beliefs Identify and explore rights and wrongs. Consider if actions can be both right and wrong and discuss why. Talk about new life as chicks hatch and animals are born and flowers blossom. How is it special to you?	I think ... I feel... In my opinion ... My special ... x is important to me because ... I believe ...

