



RE progression of skills



| Jigsaw piece | End of Nursery Stepping stone 1 | End of Reception Stepping stone 2 | End of Year 1 Footstep 1 | End of Year 2 Footstep 2 |
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| Important people and places | <ul style="list-style-type: none"> Develop their sense of responsibility and membership of a community. (Will also have opportunities to learn about places of worship through celebrations and hear some religious stories as part of learning about celebrations.). | <ul style="list-style-type: none"> Talk about members of their immediate family and community. (Begin to make links to the wider community now) Compare and contrast characters from stories, including figures from the past. (link to religious stories through the celebrations we cover) Understand that some places are special to members of their community.(arrange visit to St Peter's Church) Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. | <ul style="list-style-type: none"> We are learning to know that Jesus is special to Christians and how His welcome on Palm Sunday shows this. We are learning to re-tell the Christian Creation story and to explore how this influences how Christians behave towards nature and the environment. NB Will plan a visit to St Peter's and St Luke's to compare and contrast 2 places of worship. | <p><i>N.B. We will use Year 3 planning to ensure continuity with the Juniors and even coverage across both KS's</i></p> <ul style="list-style-type: none"> We are learning to understand different ways that Sikhs show their commitment to God, comparing their practices in order to explore which shows the most commitment. We are learning to understand the significance of the River Ganges both for a Hindu and non-Hindu. |
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| <p>Celebrations and Festivals</p> | <ul style="list-style-type: none"> Begin to make sense of their own life-story and family's history. (own experiences of Christmas, and Easter, then the festivals of Chinese New Year, Eid) | <ul style="list-style-type: none"> Recognise that people have different beliefs and celebrate special times in different ways. (Invite families to share photos and videos of their celebrations. Develop comparative language when exploring Christmas, Easter, Chinese New Year, Diwali and Eid) 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. | <ul style="list-style-type: none"> We are learning to reflect on the Christmas story and decide what gifts would be meaningful for Jesus We are learning to empathise with Jewish children by understanding how it feels for them to take part in Chanukah activities. We will also celebrate Eid as a whole school and learn about the importance of the Eid Festival to Muslims. | <ul style="list-style-type: none"> We are learning to investigate what happens during the festival of Diwali and whether the celebrations bring a sense of belonging to Hindus. We are learning to find out what the true meaning of Christmas is to Christians and compare this with what Christmas means to us |
| <p>Diversity and Equality</p> | <ul style="list-style-type: none"> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (will focus on the | <ul style="list-style-type: none"> Recognise some similarities and differences between life in this country and life in other countries. | <ul style="list-style-type: none"> We are learning to identify when it is easy and difficult to show friendship and explore when Jesus may have found it difficult. | <ul style="list-style-type: none"> We are learning to explore how Sikh beliefs affect their way of life and the importance they place on sharing. |

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| <p>Within our world</p> | <p>countries linked to the children who come to Nursery)</p> <p>Continue to develop positive attitudes about the differences between people.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things. (This is actually a more scientific objective but is a core skill that links to respect for all things alive and non-alive)</p> | <ul style="list-style-type: none"> • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. | <ul style="list-style-type: none"> • We are learning to empathise with Jewish children by understanding what they do during Shabbat and why it is important to them. | <ul style="list-style-type: none"> • We are learning to understand the reasons why a Sikh may choose to join the Khalsa. |