

# Croftlands Infant School RE Knowledge Progression 2022/23



## Progression of Knowledge for RE

| Progression of Knowledge for RE   |  |   |  |  |   |
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| 0-3 Years   | 3-4 Years  | Reception   | Year 1   | Year 2   |   |
| <p>Celebrations/traditions from different cultures and religions will be celebrated throughout the year. A few examples are listed below but these may change depending on the current cohort.</p> <p>Christmas/Easter/Lent Hanukah/Passover Diwali Chinese New Year St. Georges/David's Day Harvest Festival Eid/Ramadan</p> |  |   |  |  |   |
| Autumn Term 1   | <p>I notice differences between people.</p> <p>I have positive attitudes about the difference.</p> <p>I make connections between the features of my family and other families.</p> <p>I can talking about differences.</p> | <p>I have a sense of my own immediate family and relations.</p> <p>I can imitate everyday actions and events from own family and cultural backgrounds.</p> <p>I know that I have similarities and differences to others.</p> <p>I can start making friends.</p> | <p><b>All About Me/ Celebrations</b></p> <p>I recognise that people have different beliefs and celebrate special times in different ways.</p> <p>I can name something that is special to me.</p> | <p><b>Diwali</b></p> <p>Identify different ways Diwali is celebrated.</p> <p>Look at some artefacts and consider how Hindu's worship and celebrate Diwali.</p> <p>I know the similarities and differences between Diwali and Christmas.</p> <p>I know the meaning behind the special traditions.</p> | <p><b>Harvest</b></p> <p>I know what Harvest Festival is.</p> <p>Talk about why Christians celebrate Harvest Festival.</p> <p>Compare to the Hindu Harvest Festival.</p> <p>Explain what you are thankful for. I can make list of ways people in different religions can contribute to happiness.</p> |
|   | Autumn Term 2  |   | <p><b>Christmas-Jesus Birthday and other Celebrations</b></p> <p>I know that people have different beliefs and celebrate special times in different ways.</p>                                    | <p><b>Christmas- The Nativity Journey Giving and receiving at Christmas</b></p> <p>I know the story of the wise men.</p> <p>I know the significance of the gifts they gave.</p> <p>I know why we give gifts at Christmas. Invisible gifts. God's gift of Jesus (Christianity).</p>                   | <p><b>Christmas- Advent</b></p> <p>Light- Alternate Religion. Choose from, for example:</p> <p>I know why light is an important symbol for Christians and Hindus.</p> <p>I know how light used in the celebration of Christmas.</p>   |

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| Spring Term 1 |  | <p>To show interest of people who are familiar to them.</p> <p>To enjoy joining into family customs.</p> <p>To know of some of the things that make me unique.</p> | <p><b>Our World</b></p> <p>I know similarities and differences between life in this country and life in other countries- Links with Handa's Surprise.</p>  | <p><b>Belonging in Christianity</b></p> <p>Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves.</p> <p>Compare belonging in Christianity to belonging as a Hindu.</p> <p>To learn about the daily life of a Christian and Hindu (make illustrated list of signs of belonging including using special food, clothing, prayer, scripture, family life, worship and festivities).</p> <p>To recognise the ways that they belong.</p> | <p><b>Key events in the life of Jesus</b></p> <p>To retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the traditions from which they come.</p>  |
| Spring Term 2 |  |  | <p><b>Celebrating new life at Easter</b></p> <p>To explore the natural world and understand to changes with the seasons.</p> <p>I can sequence parts of the Easter Story.</p> <p>I can recognise some symbols linked to part of the story.</p> | <p><b>Palm Sunday</b></p> <p>I can verbally retell the Easter Story.</p> <p>To find out about the symbols of 2 different religious traditions, looking for similarities between the ways symbols such as light, water, trees or rock are used.</p>   | <p><b>Easter Story</b></p> <p>I can retell the Easter Story, linking the symbols to the meanings.</p> <p>To recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities.</p> <p>To explore religious artefacts from Christianity and ask questions about them, find out what they mean and how they are used in festivals and worship.</p> |

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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer Term 1</p> |  | <p>I can remember events in my own experiences.</p> <p>I can describe special times with my family and friends.</p> <p>I can talk about similarities and differences in relation to family and friends.</p> | <p><b>Special times and special stories</b></p> <p>I can explain a special time in their life.</p> <p>I can recall simple stories and explain why they are important.</p>  | <p><b>Local faith in the communities</b></p> <p>To know what religions are represented in Croftlands and Ulverston and can tell you the locality of some of the places of worship.</p> <p>To know that not all faith groups may have a single place of worship and why.</p> <p>To know that different faiths can still have similarities and can make links between some.</p> <p>To explore the key differences between St Mary's Church and Community Church group.</p> <p>Understand that not all faith communities believe in a God / Special Person. (Non – Religious).</p> |  |
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Summer Term 2</p> |  |   | <p><b>What makes our world wonderful?</b></p> <p>I can name a special place and why.</p> <p>I can say what makes a place special.</p> <p>I know that people have different places and people that are special.</p> <p>I can say what stories are special and why.</p> <p>For children to be introduced to a variety of religious buildings as sacred places and how they are used for worship.</p> <p>Hinduism – the mandir Buddhism – the temple • Islam – the mosque Judaism – the synagogue Sikhism – the gurdwara Christianity – an introduction to a local church</p> | <p><b>How do Buddhists show their beliefs?</b></p> <p>I know how a Buddhist worships and can explain why it isn't always in a temple.</p> <p>I can say what helps a Buddhist to worship and know why they do so barefoot.</p> <p>I know what a Buddhist prayer flag is and can create one with their own thoughts and ideas.</p> <p>I know what maybe in a Buddhist home shrine and why these things are of importance.</p> <p>I know what a sangha is and I can explain its importance to a Buddhist.</p>  | <p><b>How is Buddha special to Buddhists?</b></p> <p>I know when and where Buddha was born.</p> <p>Siddhartha and the swan-</p> <p>I know why Prince Siddhartha left home and I can tell you what happened at the Bodhi tree.</p> <p>I know how Buddhists express their beliefs as a part of their everyday living.</p> <p>I know why Buddha is special to all Buddhists and I can talk about why Buddha is not seen as a God.</p> <p>Ask and respond to questions about what individuals and communities do, and why, so that pupils can identify what difference belonging to a community might make.</p> <p>Notice and respond sensitively to some similarities between different religions and worldviews.</p> |

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|  |  |  |  |  | <p>Find out about and respond with ideas to examples of co-operation between people who are different.</p> <p>Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p> |
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