

Streetsbrook Infant & Early Years Academy

RE Overview: Progression of Skills 2025

Curriculum Overview for R.E. EYFS			
Year Group	Autumn	Spring	Summer
Nursery	Myself and my Family: Talking about themselves, their likes and dislikes, their family Exploring and learning about different families and discussing similarities and differences. Talking about their own family experiences of celebrations Exploring the festivals and celebrations of • Harvest Festival • Diwali • Eid • Christmas • Bonfire Night through stories, videos, role-play, dance, drama, food, music, art and exploring artefacts	Special Times: Talking about their own family experiences of celebrations Children think about what is right and wrong and how people should help each other Remember and talk about significant events in their own experience Exploring the festivals and celebrations of • Easter • Lunar New Year • Mother's Day through stories, videos, role-play, dance, drama, food, music, art and exploring artefacts	My Life: Sharing their experiences of Father's Day Talk about significant events in their own lives e.g. birthdays, holidays Reflect on their own feelings and experiences Use their imagination and curiosity to develop their appreciation and wonder of the world in which they live Encourage children to reflect on their nursery year at 'graduation' time – how will they remember this time? How can we celebrate this?

Curriculum Overview for R.E. EYFS						
Year Group	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception. Key Question:	Being special: Where do we belong? Unit F4	Why is Christmas special for Christians? Unit F2	What is special to people? (Parts of F1)	Why is Easter special for Christians? Unit F3	Which places are special and why? Unit F5	Which stories are special and why? Unit F6
Making sense of belief	Explore the idea that we are all special and unique but belong together as a community	Retell the Nativity story Begin to recognise the Christian belief that God came to earth as Jesus	Explore the world of religion in terms of special people, books, times or objects	Recognise and retell stories connected with the celebration of Easter Say why Easter is a special time for Christians	Begin to recognise that for Christians and Muslims, special places and objects have links to beliefs about God	Talk about some religious stories with a focus on Islam and caring for animals and nature Identify a sacred text e.g. Bible, Qur'an
Understanding the impact and Making Connections	Recall simply what happens at a Christian infant baptism Recall what happens during Raksha Bandhan Share occasions when things have happened in their lives that made them feel special	Recall simply what happens at a traditional Christmas festival Talk about people who are special to them Say what makes their family and friends special to them	Begin to realise that different religions have things that are important and special to them Know that God is important to some people Share their own experiences	Recognise some symbols Christians use e.g. the cross, eggs Talk about and make connections with signs of new life in nature	Recognise that some religious people have places which have special meaning to them Talk about the things that are special and valued in a place of worship Talk about somewhere that is special to you, saying why	Talk about some of the things these stories teach believers Identify some of their own thoughts and feelings in the stories they hear
Key Vocabulary.	Unique, special, feelings, belong, care, welcome, community, baptism, Christian, Hindu, Raksha Bandhan	Christmas, Christians, celebration, Jesus, shepherds, angels, star, manger, Bethlehem, Mary, Joseph, gifts, God	Special, religion, Muslims, Prayer mat, Sikhs, Kara, Shabbat, Jewish, Christians, Bible, God	Jesus, Easter, Christians, cross, died, alive, celebration	Special Place, Church, Mosque, Christians, Muslims, Religious	Care, caring, look after, needs, love, Muslims, Quran, Muhammed, Christians, Bible

Curriculum Overview for R.E. KS1

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What do Christians believe God is like? Unit 1.1	Why does Christmas matter to Christians? Unit 1.3	Who is Muslim and how do they live? Unit 1.6 (double unit)	Why does Easter matter to Christians? Unit 1.5	Who is Jewish and how do they live? Unit 1.7 (double unit)	What does it mean to belong to a faith community? Unit 1.10
Making sense of belief	Identify what a parable is. Tell the story of the Lost Son from the Bible and recognise a link with the Christian idea of God as a forgiving father. Give simple accounts of what the story means to Christians.	Recognise that stories of Jesus life come from the Bible. Give a clear simple account of the story of Jesus' birth and why Jesus is important for Christians.	Recognise the words of the Shahadah and that it is very important for Muslims. Identify some of the key Muslim beliefs about God found in the Shahadah and the 99 names of Allah. Give examples of how stories about the Prophet show what Muslims believe about Muhammed.	Recognise that incarnation and salvation are part of a 'big story' of the Bible. Tell stories of Holy Week and Easter from the Bible and recognise a link with the idea of Salvation (Jesus rescuing people).	Recognise the words of the Shema as a Jewish prayer. Retell simply a story used in a Jewish celebration.	Recognise that loving others is important in lots of communities. Say simply what Jesus and Muhammed taught about loving other people.
Understanding the impact and Making Connections	Give examples of a way in which Christians show their belief in God as loving and forgiving. Give an example of how Christians put their beliefs into practise Think and talk about whether they can learn anything from the story for themselves. Give reasons for their ideas and the connections they make.	Recognise how Christians use the Nativity story to guide their beliefs and actions e.g. what do they do during Advent and Christmas. Think, talk and ask questions about Christmas for people who are Christian, and for people who are not. Decide what they personally have to be thankful for	Give examples of how Muslims use the Shahadah to show what matters to them. Give examples of how Muslims use stories about the Prophet to guide their beliefs and actions. Think, talk and ask questions about Muslim beliefs and ways of living.	Give examples of how Christians show their beliefs about Jesus and his death and resurrection in church worship at Easter. Think, talk and ask questions about whether the story of Easter only something has to say to Christians, or if it has anything to say about sadness, hope or heaven, exploring different ideas and giving reasons for their ideas.	Give examples of how Jewish people celebrate special times e.g. Shabbat. Make links between Jewish ideas of God found in stories and how people live. Give an example of how some Jewish people might remember God in different ways (e.g. mezuzah, on Shabbat). Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people	Give an account of what happens at a traditional Christian and Muslim welcome ceremony and suggest what the actions and symbols mean. Identify at least two ways people show they love each other and belong to each other when they get married (including non-religious). Give examples of ways in which people express their identity and belonging within faith communities and other communities. Talk about what they think is good about being in a community, for people in faith communities and for themselves, giving reasons for their ideas.
Key Vocabulary.	God, Christian, Parable, Bible, Lost Son, Forgive, Forgiveness, Sorry, Love	Nativity, Christianity, Jesus, Mary, Joseph, Stable, Manger, God, Star, Bethlehem, Advent, incarnation, good news	Muslim, Shahadah, Allah, Muhammed, Prophet, Beliefs	Jesus, Bible, Easter, Salvation, Incarnation, Resurrection,	Jewish, Shema, Mezuzah, God, Shabbat, Challah bread, rest, David and Goliath	Belonging, Faith Community, Identity, Baptism, Welcome, Wedding, Symbol, Promise

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	Who do Christians say made the world? Unit 1.2	What makes some places sacred to believers? Unit 1.8	Who is Muslim and how do they live? Unit 1.6 (double unit)	What is the 'good news' Christians say Jesus brings? Unit 1.4	Who is Jewish and how do they live? Unit 1.7 (double unit)	How should we care for others and the world and why does it matter? Unit 1.9
Making sense of belief	Retell the story of creation from Genesis 1:1-2:3 simply. Recognise that 'Creation' is the beginning of the 'big story' of the Bible. say what the story tells Christians about God, Creation and the world.	Recognise that there are special places where people go to worship and talk about what people do there. Identify at least 3 objects used in worship in a church and give a simple account of how they are used and something about what they mean. Identify a belief about worship and a belief about God, connecting these beliefs simply to a place of worship.	Recognise the words of the Shahadah and that it is very important for Muslims. Give examples of how stories about the Prophet show what Muslims believe about Muhammed	Tell stories from the Bible and recognise a link with the concept of 'gospel' or 'good news'. Give clear, simple accounts of what some Bible texts mean to Christians. Recognise that Jesus gives instructions to people about how to behave.	Retell some stories used in Jewish celebrations. Give examples of how stories used in celebrations remind Jews about what God is like.	Identify a story or text that says something about each person being unique and valuable. Give an example of a key belief some people find in one of these stories (e.g. God loves all people). Give a clear simple account of what Genesis 1 tells Christians and Jews about the natural world.
Understanding the impact and Making Connections	Give at least one example of what Christians do to say 'thank you' to God for Creation. Think, talk and ask questions about living in an amazing world. Give a reason for the ideas they have and the connections they make between the Jewish/ Christian creation story and the world they live in	Give examples of stories, objects, symbols and actions used in churches, and mosques which show what people believe. Give simple examples of how people worship at a church or mosque. Talk about why some people like to belong to a sacred building or a community. Think, talk and ask questions about what happens in a church or mosque, saying what they think about these questions, giving good reasons for their ideas. Talk about what makes some places special to people, and what the difference is between religious and non-religious special places.	Give examples of how Muslims put their belief about prayer into action. Think, talk and ask questions about Muslim beliefs and ways of living. Talk about what they think is good for Muslims about prayer, respect and self-control, giving reasons. Give good reasons for their ideas about whether prayer, respect and self-control have something to say about them too.	Give at least two examples of ways in which Christians follow the teachings studied about forgiveness and peace and bring good news to the friendless. Give at least two examples of how Christians put these beliefs into practice in the Church community and their own lives eg charity. Think, talk and ask questions about whether Jesus 'good news' is only good news for Christians, or if there are things for anyone to learn about how to live, giving a good reason for their ideas.	Give examples of how Jewish people celebrate special times. Make links between Jewish ideas of God found in the stories and how people live. Talk about what they think is good about reflecting, thanking, praising and remembering for Jewish people, giving reasons. Give a good reason for their ideas about whether reflecting, thanking, praising or remembering have something to say about them too.	Give an example of how people show that they care for others (e.g. by giving to charity) making a link to one of the stories. Give examples of how Christians and Jews can show care for the natural earth. Say why Christians and Jews might look after the natural world. Think, talk and ask questions about what difference believing in God makes to how people treat each other and the natural world. Give good reasons why everyone (religious and non-religious) should care for others and look after the natural world
Key Vocabulary.	Creation, Creator, World, Universe, Belief, Religion Genesis 1, Bible, God	Worship, Place of Worship, Sacred, Holy, God, Special, Prayer, Community, Church, Mosque, Synagogue, Gurdwara, Temple	Muslim, Islam, Shahadah, Allah, Muhammed, Prophet, Messenger, Night of power, Qur'an, Pillars of Islam, Salah, Prayer, Wudu	Peace, Peaceful, Forgive, Forgiveness, Good news, Gospel, Friendless, Charity	Sukkot, Sukkah, Chanukah, Hanukkah, Rosh Hashanah, Mezuzah, Shabbat, Celebrate	Care, charity, unique, valued, special, beliefs, Zakat, creation

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