



# The Mead Infant & Nursery School – RE Subject Progression Tracker

Religious Education is part of the Early Years ‘Understanding the World’ Curriculum area. We use the Surrey SACRE Agreed Syllabus for Religious Education in Surrey Schools, the objectives from this scheme of work are detailed below.

RE Subject Progression Tracker				
Golden Thread Skills				
These skills run throughout each RE unit covered across EYFS & KS1				
	Nursery	Reception	Year 1	Year 2
God	<ul style="list-style-type: none"> <li>talk about a place, story or person that is special to them (Who am I and where do I belong?)</li> <li>begin to show an awareness that festivals are special times and describe how they celebrate them (Why do we have celebrations?)</li> </ul>	<ul style="list-style-type: none"> <li>talk about a place, a special story or person belonging to a faith or belief community using (Who am I and where do I belong?) appropriate vocabulary</li> <li>show an awareness that festivals are special times for different people and describe how people celebrate them (Why do we have celebrations?)</li> </ul>	explore core concepts & beliefs for Christian, Jewish & Muslim people, & appreciate that some people call themselves ‘non-religious’ <ul style="list-style-type: none"> <li>develop subject specific vocabulary</li> <li>encounter how different people view the world in different ways</li> <li>encounter &amp; respond to ways in which people express their beliefs (e.g. stories, artefacts, art &amp; music – &amp; what they might ‘mean’)</li> <li>talk simply about core beliefs / concepts &amp; what they mean</li> <li>use appropriate subject-specific vocabulary when they talk</li> <li>identify similarities in features of religion &amp; belief</li> <li>retell religious, spiritual &amp; moral stories</li> <li>identify how stories / symbols / objects might show what people believe</li> <li>identify how belief is expressed in different ways</li> </ul>	
Community	<ul style="list-style-type: none"> <li>begin to talk about their own times of celebration or about things that are special to them, such as beliefs, places, books, objects and people (communities)</li> <li>to talk about groups they belong to</li> </ul>	<ul style="list-style-type: none"> <li>talk about their own times of celebration or about things that are special to them, such as beliefs, places, books, objects and people (communities)</li> <li>talk about groups they belong to and show an awareness that other children belong to different groups</li> </ul>	begin to understand the importance & value of religion & belief for different people, especially other children, their families & the communities they belong to <ul style="list-style-type: none"> <li>ask relevant questions &amp; develop a sense of wonder &amp; curiosity about the world around them, using their imagination</li> <li>talk about different communities of people</li> <li>give examples of how people put their beliefs into practice (home, places of worship or in living their lives)</li> <li>give a reason why something may be of value to themselves &amp;/or others, recognising different viewpoints</li> </ul>	
Identity	<ul style="list-style-type: none"> <li>to begin to show curiosity and ask questions</li> <li>to begin to respond with growing sensitivity within their environment</li> </ul>	<ul style="list-style-type: none"> <li>show curiosity; ask questions about their learning</li> <li>respond with growing sensitivity and responsibility to the world around them</li> </ul>	<ul style="list-style-type: none"> <li>ask questions &amp; express their own views about what it means to be human: what’s important to themselves &amp; to others, valuing themselves, reflecting on their own feelings &amp; experiences &amp; developing a sense of belonging.</li> <li>respond sensitively &amp; imaginatively to questions about being human &amp; their own place in the world</li> </ul>	



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	<ul style="list-style-type: none"> <li>• talk about e.g. ‘right’/‘wrong’, ‘good’/‘bad, ‘real’/‘true’</li> <li>• discover that others’ views may be different from their own to begin to show a range of feelings in response to their learning e.g. awe, wonder, sadness, joy etc.</li> </ul>	<ul style="list-style-type: none"> <li>• discuss the concepts of e.g. ‘right’/‘wrong’, ‘good’/‘bad, ‘real’/‘true’</li> <li>• recognise that others’ views may be different from their own show a range of feelings in response to their learning e.g. awe, wonder, sadness, joy etc</li> </ul>	<ul style="list-style-type: none"> <li>• ask thoughtful questions about their own &amp; others’ ideas, feelings &amp; experiences</li> <li>• recognise that some questions about life are difficult to answer</li> <li>• respond to questions about e.g. ‘right’/‘wrong’, ‘good’/‘bad, ‘real’/‘true’</li> <li>• give a simple reason for a view that they have.</li> </ul>	
<b>Key Knowledge</b>				
<b>Christianity</b>	<p><i>In Nursery, children bring in photos and share stories from their home lives. They explore what is the same and what is different. Parents are often invited in to share their own cultures, traditions and festivals and these are celebrated within the nursery setting.</i></p> <p><b>Development matters and Birth to Five matters objectives (adapted) that support the RE syllabus (PSE/ Understanding the world):</b></p> <ul style="list-style-type: none"> <li>• Talks about close family</li> <li>• Shows interest in the lives of people who are familiar to them</li> <li>• Enjoys joining in with family customs and routine, special times and events</li> <li>• Begin to make sense of their own life story and family’s history</li> <li>• Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family</li> <li>• Continue developing positive attitudes about the differences between people</li> </ul>	<p>In Reception – key concepts and different religions are taught alongside each other through the themes of:</p> <p><b>Who am I and where do I belong?</b></p> <ul style="list-style-type: none"> <li>• Every person is special and unique</li> <li>• Some people believe that God made them this way</li> <li>• How new babies are welcomed</li> <li>• People belong together in different ways</li> <li>• People have different ways of showing they ‘belong’ together (religious &amp; non-religious)</li> <li>• Special people in different religions (e.g. Jesus / Prophet Muhammad (pbuh) / Moses)</li> </ul> <p><b>Why do we have celebrations?</b></p> <p>Each person has a “birth-day” and this is celebrated on the anniversary of their birth</p> <ul style="list-style-type: none"> <li>• Celebrations are joyful times</li> <li>• Celebrations are often a time to say “thank you”</li> <li>• Christians celebrate special festivals e.g. Harvest, Christmas, Easter</li> <li>• Other religions have different festivals</li> <li>• School-based celebrations</li> </ul> <p><b>What makes a place special?</b></p> <p>Some people have places that are special to them</p>	<ul style="list-style-type: none"> <li>• I can talk about my own emotions (regarding their special book), connecting them to those of Christians To know that most Christians believe that God loves to give</li> </ul> <p>To know</p> <ul style="list-style-type: none"> <li>• that the Creation account</li> <li>• how the beliefs of Christians link to the event of creation and the events of Jesus’ life</li> <li>• that Harvest is a time to be thankful for food To be able to talk about their own emotions in response to ‘creation’ and thankfulness with the emotions of those in the accounts explored</li> <li>• that for most Christians, worship / giving is a response to who God is and what he has given</li> <li>• that most Christians believe in Jesus as God’s Son, born as a baby (‘incarnation’) • To know that most Christians believe that Jesus is both human (like us &amp; his mother Mary) and divine (like God, his Father) •</li> <li>• that there are different important ‘characters’ in the Nativity that are part of the Christmas story • that the response of the people in the Nativity was to worship Jesus</li> <li>• that for most Christians, Jesus is the most important element of the Nativity •</li> <li>• that there are similarities and differences in the ways that Christians and other people around the world celebrate Christmas</li> <li>• key events of Jesus’ life from baby -&gt; man -&gt; ascension</li> </ul>	<p>To know</p> <ul style="list-style-type: none"> <li>• that people use pictures and words to convey meaning • that there are many different images of God contained in the Bible</li> <li>• these words and images help us answer the question ‘what is God like?’</li> <li>• Christian beliefs about God are connected with these words and images</li> <li>• most Christians believe God loves them and all people</li> <li>• how to listen to others and express their thoughts and ideas about what God might be like</li> <li>• that giving is important within all communities as a way of helping others and building relationships</li> <li>• that most Christians believe that God’s nature is to give and that he gave Jesus as a gift to the world</li> <li>• that worship is a way of giving to God</li> <li>• that this giving takes many different forms, including prayer &amp; volunteering</li> <li>• that when most Christians give, they are showing that they are a part of God’s Kingdom</li> <li>• that the Church is both a building and the community that meet there</li> <li>• that when Christians give to others at Christmas, it is a reminder of how God gave Jesus, and also of the gifts of the wise men, who worshipped him</li> <li>• that Christians often call Jesus ‘Saviour’</li> <li>• that the Bible contains stories about people Jesus met and ‘rescued/saved’</li> </ul>



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	<ul style="list-style-type: none"> <li>Develop their sense of responsibility and membership of a community.</li> <li>Remembers and talks about significant events in their own experience</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>There are special buildings where some people go to think and learn about God             <ul style="list-style-type: none"> <li>Some people feel close to God anywhere or in their own special places</li> </ul> </li> </ul> <p><b>What can we learn from stories?</b> People can have favourite stories</p> <ul style="list-style-type: none"> <li>Through stories people share ideas and values about how to live</li> <li>Some books are special to religious groups e.g. Bible (Christians) Torah (Jews) Qur'an (Muslims) and talk about God</li> <li>Some stories are about special people e.g. Jesus, Prophet Muhammad (pbuh*), Moses etc.</li> </ul>	<ul style="list-style-type: none"> <li>how Jesus' life and experiences share similarities with their own</li> <li>how Jesus' life and experiences were also very different from their own</li> <li>what most Christians believe was Jesus' plan and intention on earth [salvation]</li> </ul> <p>how most Christians try to live their lives following the example that Jesus set</p>	<ul style="list-style-type: none"> <li>that these people were often the poor, the sick and the friendless</li> <li>that 'salvation' is an important idea for most Christians</li> <li>that the elements in an Easter garden are symbols of Jesus' death and resurrection that most Christians believe that:</li> <li>people's lives were changed by meeting Jesus, including Zacchaeus</li> <li>Jesus 'saves' them too</li> </ul> <p>Jesus' offer of forgiveness is a part of the rescue at the heart of Easter</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Additional religious focus</p>		<p><b>What makes something 'special'?</b> Different things are special to people for different reasons</p> <ul style="list-style-type: none"> <li>How to look after special things and respect things that are special to others</li> <li>People can use objects to help them remember special times and places</li> <li>Memories can be special</li> <li>Some objects are 'religious' objects and help people to think about God</li> </ul> <p><b>What makes our world wonderful?</b> Our world is a place of wonder &amp; we should look after it</p> <ul style="list-style-type: none"> <li>People are naturally 'creative'</li> <li>Some people believe our world was created by God and that this is an important story in their special books</li> <li>Some people believe that it came about naturally and that science is the best way to understand it</li> </ul>	<p><b>Judaism</b> To know</p> <ul style="list-style-type: none"> <li>what it means to treat something with respect</li> <li>that the Torah is the Jewish holy book and contains rules to help Jewish people to live good lives. These rules make life fair for everyone and help them to worship God.</li> <li>that God's name is holy for Jewish people</li> <li>that the Torah is a scroll and is written in Hebrew</li> <li>To that that the way that the Torah is treated is linked with the Jewish belief that it contains the holy words of God</li> <li>that the synagogue is the place</li> <li>that rest from work is important for everyone</li> <li>Shabbat is a time of rest and recalls how on</li> <li>that Shabbat and the Friday night meal can be an important part of Jewish family life and can help Jewish families to feel closer to God</li> <li>that Shabbat lasts from sunset on Friday to sunset on Saturday, and that there are</li> </ul>	<p><b>Islam</b> To know:</p> <ul style="list-style-type: none"> <li>that the words 'Islam' &amp; 'Muslim' are based on the same word in Arabic, 'salaam', which means 'peace'</li> <li>Muslims believe that Muhammad (PBUH) is a prophet and the last messenger of Allah</li> <li>that for Muslims Muhammad (PBUH) is the best example of a Muslim and every Muslim should try to be like him</li> <li>the Qur'an is the special /sacred book for Muslims, and is written in Arabic</li> <li>Muslims believe it contains the words of Allah given to Muhammad by the Angel Jibreel</li> <li>some of the 99 names and how these link to what Muslims believe about Allah</li> <li>that Muslims think it is better to represent Allah in words rather than pictures</li> <li>that Muslims worship Allah through prayer</li> <li>that Muslims believe it is important to be ritually clean before they pray</li> </ul>



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<b>Thematic</b>		<p><b>Religions, cultures and traditions specific to the children within each class will also be celebrated and studied throughout the year</b></p>	<p>symbols that mark its beginning and its end</p>	<ul style="list-style-type: none"> <li>that Muslims should face Makkah when they pray and have different physical positions in prayer to help them focus on Allah</li> </ul>
		<p><b>Development matters objectives that support the RE syllabus:</b></p> <ul style="list-style-type: none"> <li>Talk about members of their immediate family and community.</li> <li>Name and describe people who are familiar to them</li> <li>Understand that some places are special to members of their community</li> <li>Recognise that people have different beliefs and celebrate special times in different ways</li> <li>Recognise some similarities and differences between life in this country and life in other countries</li> </ul>	<p><b>Thematic – Why Should we look after our world?</b></p> <p>To know:</p> <ul style="list-style-type: none"> <li>That our world is precious &amp; our shared home</li> <li>That everyone can make a difference in looking after it</li> <li>About some celebrations that relate to the natural world.</li> <li>About the history of preserving and preparing for the future.</li> <li>What some creation accounts show about looking after our world</li> <li>That most Christians, Jews and Muslims try to copy God’s love for the world in how they treat it.</li> <li>About TuB’Shevat, the birthday of the trees (Jewish)</li> <li>How our actions can demonstrate appreciation for the world.</li> </ul>	<p><b>Is giving better than receiving?</b></p> <p>To know:</p> <ul style="list-style-type: none"> <li>that giving and receiving are shared human values that help build strong communities</li> <li>that there are links between what people believe and what they do to help others</li> <li>many religious and non-religious people give to their community (e.g. money, service and time)</li> <li>that how and what people give shows what’s important to them</li> <li>that giving your time and effort can be more costly than giving lots of money</li> </ul>