South Ossett Infants Academy

# Religious Education: Foundation Stage and Key Stage 1

## Progression of Learning Objectives

# Religious Education: Foundation Stage

**Wakefield Agreed Syllabus**

**Topics Include:**

**Foundation Stage**

Why is the word God so important to Christians?

Why do Christians perform Nativity plays at Christmas?

Being special, where do we belong?

Why is Easter special to Christians?

Why places are special and why?

Which stories are special and why?

# Religious Education Coverage: EYFS

## Lower Foundation

**Personal, Social and Emotional Development**

- Develop their sense of responsibility and membership of a community

**Understanding the World**

- Continue to develop positive attitudes about the differences between people.

## Upper Foundation

**Personal, Social and Emotional Development**

- See themselves as a valuable individual.
- Think about the perspectives of others.

**ELG: PSED: Building Relationships**

- Show sensitivity to their own and others' needs.

**Understanding the World**

- Talk about members of their immediate family and community.
- Name and describe people who are familiar to them.
- Understand that some places are special to members of their community.
- Recognise that people have different beliefs and celebrate special times in different ways.

**ELG: UTW: Past and Present**

- Talk about the lives of the people around them and their roles in society.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

**ELG: UTW: People and Communities**

- 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.

# Religious Education: Key Stage One

## Wakefield Agreed Syllabus Topics:

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Cycle A 26-27 | What is the Good News Jesus brings? | What is the Good News (Part 2) | Who is a Muslim and what do they believe? | What do Christians believe God is like? | What does it mean to belong to a faith community? | How should we care for others around the world? |
| Cycle B 27-28 | Who do Christians say made the world? | Why does Christmas matter to Christians? | Who is Jewish and what do they believe? | Easter | Who is a Muslim (Part 2) | What makes some places special? |

| **Believing** (Religious beliefs, teachings, sources; questions about meaning, purpose and truth) | **Expressing** (Religious and spiritual forms of expression; questions about identity and diversity) | **Living** (Religious practices and ways of living; questions about values and commitments) |
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| Who is Jewish and what do they believe?<br>Who do Christians say made the world?<br>What do Christians believe god is like?<br>What good news did Jesus bring?<br>What is the good news part 2?<br>Who is Muslim and what do they believe? | What does it mean to belong to a faith community?<br>Why does Christmas matter to Christians?<br>Why does Easter matter to Christians?<br>Who is a Muslim? Part 2 | How should we show care for the world and others?<br>What makes some places special to believers? |

# End Of KS1

**Core Language Progression:**

Holy, Spirit, Christian. Places of worship, Special books, Symbols, Festivals, Beliefs Values, Cultures, Muslim, pray, praise, Holy, artefacts, Religion, love, belong, Muhammad, God, church, mosque, marriage.

| | Knowing about and understanding religions and worldviews | Expressing and communicating ideas related to religions and worldviews | Gaining and deploying the skills for studying religions and worldviews |
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| **At the end of Year 2** | • Talk about some simple ideas about Christian beliefs, about God and Jesus.<br>• Re-tell a story that shows what Christians might think about God, in words, drama and pictures, suggesting what it means.<br>• Talk about how the mezuzah in the home reminds Jewish people about God.<br>• Re-tell a story that shows that Jewish people at the festivals of Sukkot, Chanukah or Pesach might think about God, suggesting what it means.<br>• Re-tell stories from the Christian Bible and stories from another faith; suggest the meaning of these stories.<br>• Identify special objects and symbols found in a place where people worship and be able to say something about what they mean and how they are used. | • Talk about how the Shabbat is a special day of the week for Jewish people, and give some examples of what they might do to celebrate Shabbatt.<br>• Recognise that sacred texts contain stories which are special to many people and should be treated with respect.<br>• Talk about ways in which stories, objects, symbols and actions used in churches and mosques show what people believe.<br>• Ask good questions during a school visit about what happens in a church or mosque.<br>• Ask questions and suggest answers about stories to do with Christian festivals and a story from the Muslim faith.<br>• Identify ways that some people make a response to God by caring for others and the world. | • Talk about issues of good and bad, right and wrong arising from stories<br>• Ask some questions about believing in God and offer some ideas of their own<br>• Ask and suggest answers to questions arising from stories Jesus told and from another religion Use creative ways to express their own ideas about the creation story and what it says about what God is like..<br>• Collect examples of what people do, give, sing, remember or think about at the religious celebrations studied and say why they matter to believers.<br>• Respond to different ways that people show they belong to each other.<br>• Talk about issues of good and bad, right and wrong arising from stories.<br>• Talk about Jesus saying ‘forgive and be forgiven’ how do Christians live out this rule? |

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| | • Identify some ways Christians celebrate Christmas, Easter, Harvest and some ways a festival is celebrated in the Islamic faith.<br>• Retell stories connected with Christmas, Easter and Harvest and a story from the Muslim faith and say why these are important to believers.<br>• Recognise and name some symbols of belonging from their own experience (for Christians and Muslims) suggesting what these might mean and why they matter to believers.<br>• Give an account of what might happen at a traditional Christian infant baptism and suggest what the actions and symbols mean.<br>• Identify 2 ways people show they belong to each other when they get married.<br>• Re-tell Bible and Muslim stories about caring for others and the world. | | <u>New Concepts and Abstract Terms</u><br><u>New</u><br>Islam<br>Judaism<br><u>Revisited</u><br>God<br>People of God<br>Incarnation<br>Gospel<br>Salvation<br>Kingdom of God |