



Halfway Nursery Infant School

Whole School Progression Map



Sheffield SACRE: *The aim of religious education in Sheffield schools is that pupils will know about and understand a range of religions and worldviews and will express ideas and insights of their own into the significant human questions which religions address. Religious education in Sheffield schools contributes dynamically to children and young people's education in schools, provoking challenging questions about human life, beliefs, communities and ideas. In RE pupils learn from religions and world views about different ways of life in local, national and global contexts. They discover, explore and consider many different answers to questions about human identity, meaning and value. They learn to weigh up for themselves the value of wisdom from different communities, to disagree respectfully, to be reasonable in their responses to religions and world views and to respond by express insights into their own and others' lives. They are encouraged to develop enquiring minds, and to think rigorously, creatively, imaginatively and respectfully about their ideas in relation to religions and world views.*

Our RE syllabus is balanced: pupils will learn from Christianity in each year of their schooling and more than half of their studies will centre on Christianity. A balanced program of learning from others religions and worldviews is offered as well.

The Sheffield Agreed Syllabus requires that over half of the RE curriculum relates to Christianity. In addition, pupils will learn from the principal religions represented in the UK, in line with the law. These are Islam, Hinduism, Sikhism, Buddhism and Judaism (to be taught by the end of secondary school). Furthermore, children from families where non-religious worldviews are held are represented in almost all of our classrooms. These worldviews, including for example Humanism, will also be the focus for study.

Nursery and Reception

Developing a growing sense of the child's awareness of self, their own community and their place within this, children will encounter Christianity and other faiths found in their own classroom, simply.

Key Stage 1

In Y1 we will study Christianity and Islam.

In Y2 we will study Christianity and Judaism.

The Focus of RE for KS1 enables children to develop their knowledge and understanding of religions and world views. They find out about simple examples of religion that are local, national and global contexts. They should use basic subject specific vocabulary. They should raise questions and begin to express their own views in response to the material they learn about and in response to questions about their ideas.

Please see 'Long Term Activity Plan' based on the Sheffield SACRE Religious Education Syllabus at the end of the document for KS1



Halfway Nursery Infant School

Whole School Progression Map



Subject: RE

Term: Autumn Term 1

Concepts: Safety and Wellbeing - 'The best me I can be!'

Subject Drivers: PE, PSHE and Science.

Aspect	EYFS		KS1 Statutory Curriculum Guidance Non-Statutory Curriculum Guidance Teacher Assessment Framework		KS2
	F1 Three and Four Year Olds	F2 Reception	Y1 What does it mean to belong?	Y2 What do people believe?	Y3
Know about and understand religions and world views	<p>Continuous Provision PSED</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>UtW</p> <p>Continue to develop positive attitudes about the differences between people.</p>	<p>Continuous Provision PSED</p> <p>See themselves as a valuable individual.</p> <p>Think about the perspectives of others.</p> <p>UtW.</p> <p>Talk about members of their immediate family and community</p> <p>Name and describe people who are familiar to them.</p>		<p>A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them;</p> <p>A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities;</p>	
Express ideas and insights into religions and world views			<p>B1. Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make;</p> <p>B2. Observe and recount different ways of expressing identity and belonging,</p>	<p>B3. Notice and respond sensitively to some similarities between different religions and world views.</p>	

		Understand that some places are special to members of their community.	responding sensitively for themselves;		
Gain and deploy the skills for learning from religions and world views		<ul style="list-style-type: none"> Recognise that people have different beliefs and celebrate special times in different ways. 	<p>C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry;</p> <p>C2. Find out about and respond with ideas to examples of co-operation between people who are different;</p>	C2. Find out about and respond with ideas to examples of co-operation between people who are different;	
Key Vocabulary	family, mum, dad, step-mum, step-dad, brother, sister, auntie, uncle, grandma, grandad, family, home, celebration, party	family, home, celebration, party, friends, people, community, culture, belong, religion	beliefs, values, belong, identity, culture, team, religion, community	religion, views, ideas, culture, worship, Gods, belong, tradition, community, values, celebrations	



Halfway Nursery Infant School
Whole School Progression Map



Subject: RE

Term: Autumn Term 2

Concepts: Community and Culture - 'Let's Celebrate!'

Subject Drivers: RE, Geography and History

Aspect	EYFS		KS1 Statutory Curriculum Guidance Non-Statutory Curriculum Guidance Teacher Assessment Framework		KS2
	F1 Three and Four Year Olds	F2 Reception	Y1 Introduce Islam - What is it like to be a Muslim in Sheffield today? Revisit Christianity - Christmas	Y2 Christianity and Introduction to Judaism (Hanukkah – Compare to Christmas)	Y3
Know about and understand religions and world views	Continuous Provision PSED Develop their sense of responsibility and membership of a community. UtW Continue to develop positive attitudes about the differences between people.	Continuous Provision PSED See themselves as a valuable individual. Think about the perspectives of others. UtW. Talk about members of their immediate family and community Name and describe people	A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them;	A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come;	
Express ideas and insights into religions and world views			B1. Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make;	B3. Notice and respond sensitively to some similarities between different religions and world views.	

<p>Gain and deploy the skills for learning from religions and world views</p>		<p>who are familiar to them.</p> <p>Understand that some places are special to members of their community.</p> <ul style="list-style-type: none"> • Recognise that people have different beliefs and celebrate special times in different ways. 			
<p>Key Vocabulary</p>	<p>Christmas, party, church, religion, God, Jesus, celebrate, Mary, Joseph, Donkey, Bethlehem</p>	<p>Jesus, Joseph, Mary, God, Bethlehem, Angel Gabriel, manger, Gold, shepherds, Frankincense, Myrrh, Christian, Diwali, Rama, Sita, festival, Diva lamp, Hindu</p>	<p>Islam, Muslim, mosque, Qur'an, Mecca, Eid, celebrate, Christmas, Christian, Jesus, Mary, Joseph, Church</p>	<p>Israel, Maccabees, light, oil, miracle, temple, army, Hanukkah, compare, story, meaning, Christian, God, Jesus, Mary, Joseph</p>	



Halfway Nursery Infant School
Whole School Progression Map



Subject: RE

Term: Spring Term 1

Concepts: *Innovation & Imagination*

Subject Drivers: *DT, Art, ICT, History, Science.*

Aspect	EYFS		KS1 Statutory Curriculum Guidance Non-Statutory Curriculum Guidance Teacher Assessment Framework		KS2
	F1 Three and Four Year Olds	F2 Reception	Y1 How do we show we care for others? Why does it matter? - Compare moral stories (Christian/Humanist/Muslim) Continue Islam	Y2 Continue Judaism	Y3
Know about and understand religions and world views	Continuous Provision PSED Develop their sense of responsibility and membership of a community. UtW Continue to develop positive attitudes about the differences between people.	Continuous Provision PSED See themselves as a valuable individual. Think about the perspectives of others. UtW. Talk about members of their immediate family and community Name and describe people who are familiar to them.	A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities;	A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them; A3. Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities;	

<p>Express ideas and insights into religions and world views</p>		<p>Understand that some places are special to members of their community.</p>			
<p>Gain and deploy the skills for learning from religions and world views</p>		<ul style="list-style-type: none"> • Recognise that people have different beliefs and celebrate special times in different ways. 	<p>C1. Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry;</p>		
<p>Key Vocabulary</p>	<p>family, mum, dad, step-mum, step-dad, brother, sister, auntie, uncle, grandma, grandad, family, home, celebration, party</p>	<p>family, home, celebration, party, friends, people, community, culture, belong, religion</p>	<p>5 Pillars of Islam, duties, Muslim, pray, God, donate, charity, fast, Ramadan, pilgrimage</p>	<p>Judaism, Torah, Hebrew, yad, Synagogue, prayer, Rabbi</p>	



Halfway Nursery Infant School
Whole School Progression Map



Subject: RE

Term: Spring Term 2

Concepts: Time & Change – ‘Back to the Future’

Subject Drivers: History and Science

Aspect	EYFS		KS1 Statutory Curriculum Guidance Non-Statutory Curriculum Guidance Teacher Assessment Framework		KS2
	F1 Three and Four Year Olds	F2 Reception	Y1 Christianity - Easter/Palm Sunday - What makes a good leader?	Y2 Passover, 10 Commandments	Y3
Know about and understand religions and world views	<p>Continuous Provision PSED Develop their sense of responsibility and membership of a community.</p> <p>UtW Continue to develop positive attitudes about the differences between people.</p>	<p>Continuous Provision PSED See themselves as a valuable individual. Think about the perspectives of others.</p> <p>UtW. Talk about members of their immediate family and community Name and describe people who are familiar to them.</p>	<p>A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come;</p> <p>A3. Recognise some different symbols and actions which express a community’s way of life, appreciating some similarities between communities;</p>	<p>A2. Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come;</p> <p>A3. Recognise some different symbols and actions which express a community’s way of life, appreciating some similarities between communities;</p>	

		Understand that some places are special to members of their community.			
Express ideas and insights into religions and world views		<ul style="list-style-type: none"> Recognise that people have different beliefs and celebrate special times in different ways. 			
Gain and deploy the skills for learning from religions and world views			C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response	C3. Find out about questions of right and wrong and begin to express their ideas and opinions in response.	
Key Vocabulary	family, mum, dad, step-mum, step-dad, brother, sister, auntie, uncle, grandma, grandad, family, home, celebration, party, Easter, Jesus, cross	family, home, celebration, party, friends, people, community, culture, belong, religion, Easter, Jesus, cross, tomb, Holi Festival, colour, Hindu	Christianity, Jesus, disciples, Jersululum, palm leaves, heal	Moses, Isrealites, Torah, Egypt, Judaism, Ten Commandments	



Halfway Nursery Infant School

Whole School Progression Map

Subject: RE

Term: Summer Term 1

Concepts: Conservation 'Our Wonderful World'

Subject Drivers: Geography, Science and PSHE.

Aspect	EYFS		KS1 Statutory Curriculum Guidance Non-Statutory Curriculum Guidance Teacher Assessment Framework		KS2
	F1 Three and Four Year Olds	F2 Reception	Y1 Islam - Eid	Y2 How and why do people pray? Compare religions taught so far – Christianity, Hinduism, Islam, Judaism	End points Y3
Know about and understand religions and world views	Continuous Provision PSED Develop their sense of responsibility and membership of a community. UtW Continue to develop positive attitudes about the differences between people.	Continuous Provision PSED See themselves as a valuable individual. Think about the perspectives of others. UtW. Talk about members of	A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them;	A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them; A3. Recognise some different symbols and actions which express a community's way of life,	

		<p>their immediate family and community</p>		<p>appreciating some similarities between communities;</p>	
<p>Express ideas and insights into religions and world views</p>		<p>Name and describe people who are familiar to them.</p> <p>Understand that some places are special to members of their community.</p> <ul style="list-style-type: none"> Recognise that people have different beliefs and celebrate special times in different ways. 	<p>B1. Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make;</p>	<p>B3. Notice and respond sensitively to some similarities between different religions and world views.</p>	
<p>Gain and deploy the skills for learning from religions and world views</p>					
<p>Key Vocabulary</p>	<p>family, mum, dad, step-mum, step-dad, brother, sister, auntie, uncle, grandma, grandad, family, home, celebration, party</p>	<p>family, home, celebration, party, friends, people, community, culture, belong, religion, behaviour, feelings, consequences, similarities, differences</p>	<p>Islam, Eid, Ramadan, Muslim, fast, pray, Qur'an,</p>	<p>Christianity, Judaism, Islam, Hinduism, compare, similarities, differences</p>	



Halfway Nursery Infant School

Whole School Progression Map



Term: Summer Term 2

Subject: RE

Concepts: Enterprise, Inspiration and Aspiration – ‘When I grow up...’

Subject Drivers: Art, DT, ICT.

Aspect	EYFS		KS1 Statutory Curriculum Guidance Non-Statutory Curriculum Guidance Teacher Assessment Framework		KS2
	F1 Three and Four Year Olds	F2 ELG	Y1 Celebrations	Y2 Judaism - Bar Mitzvah	End points Y3
Know about and understand religions and world views	Continuous Provision PSED Develop their sense of responsibility and membership of a community.	Personal, Social and Emotional Development Building Relationships Show sensitivity to their own and others’ needs.		A1. Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them;	
Express ideas and insights into religions and world views	UtW Continue to develop positive attitudes about the differences between people.	Understanding the World 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.	B3. Notice and respond sensitively to some similarities between different religions and world views.		
Gain and deploy the skills for learning from religions and world views		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.			
Key Vocabulary	family, mum, dad, step-mum, step-dad, brother, sister, auntie, uncle, grandma, grandad, family, home, celebration, party	family, home, celebration, party, friends, people, community, culture, belong, religion, behaviour, feelings, consequences, similarities, differences	Celebration, similarities, differences, compare, views	Judaism, Bar Mitzvah, ceremony, faith, Torah, Hebrew,	

The Aim of RE in Sheffield

The curriculum for religious education aims to ensure that all our pupils:

<p>A. Know about and understand a range of religions and world views, so that they can:</p> <ul style="list-style-type: none"> ■ A1 Describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities; ■ A2 Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom⁴ found in religions and world views; ■ A3 Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning.
<p>B. Express ideas and insights about the nature, significance and impact of religions and world views, so that they can:</p> <ul style="list-style-type: none"> ■ B1 Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities; ■ B2 Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value. ■ B3 Appreciate and appraise varied dimensions of religion⁵.
<p>C. Gain and deploy the skills needed to engage seriously with religions and world views, so that they can:</p> <ul style="list-style-type: none"> ■ C1 Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively; ■ C2 Enquire into what enables different communities to live together respectfully for the wellbeing of all; ■ C3 Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.

<p>Aims in RE: A progression grid, useful for tracking, curriculum audit and an overview of outcomes.</p>	<p>Outcomes: At the end of key stage 1 pupils will be able to:</p>
<p>Know about & Understand A1. Describe, explain and analyse beliefs, and practices, recognising the diversity which exists within and between communities;</p>	<p>Recall and name different beliefs and practices, including festivals, worship, rituals and ways of life, in order to find out about the meanings behind them;</p>
<p>Know about & Understand A2. Identify, investigate and respond to questions posed by, and responses offered by some of the sources of wisdom found in religions and world views;</p>	<p>Retell and suggest meanings to some religious and moral stories, exploring and discussing sacred writings and sources of wisdom and recognising the communities from which they come;</p>
<p>Know about & Understand A3. Appreciate and appraise the nature, significance and impact of different ways of life and ways of expressing meaning;</p>	<p>Recognise some different symbols and actions which express a community's way of life, appreciating some similarities between communities;</p>
<p>Express and Communicate B1. Explain reasonably their ideas about how beliefs, practices and forms of expression influence individuals and communities;</p>	<p>Ask and respond to questions about what communities do, and why, so that they can identify what difference belonging to a community might make;</p>
<p>Express and Communicate B2. Express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value;</p>	<p>Observe and recount different ways of expressing identity and belonging, responding sensitively for themselves;</p>
<p>Express and communicate B3. Appreciate and appraise varied dimensions of religion⁶;</p>	<p>Notice and respond sensitively to some similarities between different religions and world views;</p>
<p>Gain & deploy skills: C1. Find out about and investigate key concepts and questions of belonging, meaning, purpose and truth, responding creatively;</p>	<p>Explore questions about belonging, meaning and truth so that they can express their own ideas and opinions in response using words, music, art or poetry;</p>
<p>Gain & deploy skills: C2. Enquire into what enables different communities to live together respectfully for the wellbeing of all;</p>	<p>Find out about and respond with ideas to examples of co-operation between people who are different;</p>
<p>Gain & deploy skills: C3. Articulate beliefs, values and commitments clearly in order to explain reasons why they may be important in their own and other people's lives.</p>	<p>Find out about questions of right and wrong and begin to express their ideas and opinions in response.</p>

R.E. Long Term Activity Plan Y1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>“What does it mean to belong?”</p> <p>Circle time discussion around beliefs, link to chn experience e.g. football, favourite colours.</p> <p>Discuss reasons why some people go to mosques, synagogues or churches often, but other people never go to holy buildings, and why some people pray every day, but others not at all (B1)</p> <p>Start teaching activities with concept of beliefs, what they value etc - give their own ideas about the questions: Who am I? Where do I belong? (Individual work) How are we all connected?</p>	<p>Introduce Islam What is it like to be a Muslim in Sheffield today? Introduction to place of worship (visit Mosque?), special book, special objects (Prayer Mat) Teacher activity – Raising lists of questions before finding out. What do they want to know?? Qur’an and prayer mat. Creative – design a prayer mat, explore symbols Writing area – write Allah’s name in Arabic, write their own name in Arabic Construction – build mosque study images of mosques to replicate shapes etc. (A1) Revisit reasons why some people go to</p>	<p>How do we show we care for others? Why does it matter? Pupils hear three moral stories, for example from Christians, Muslims and humanists. They think and talk about whether they are saying the same things about how we should behave (A3)</p> <p style="text-align: center;">Continue Islam</p> <p>Introduce 5 pillars of Islam. Rules for Muslims to live their life by to be a good Muslim. Discuss why important to them. (A3) Creative – Use tubes to make the pillars of Islam.</p> <p>Could children make 5 pillars for their own lives? e.g. what 5 things do they think they need to</p>	<p>Christianity - Easter/Palm Sunday What makes a good leader?</p> <p>Share with the chn some stories of Jesus (feeding the 5000, healing the blind etc) and tell them what happened on palm Sunday. Discuss – why do you think so many people came? What do you think they would have said? Design a palm leaf and write a message from a Christian Discuss – Was Jesus a good leader? What makes a good leader? (link to the stories of Jesus – forgiveness, kindness, generous etc) (A2, A3, C3)</p>	<p>Eid al Fitr Discuss celebration / importance. (A1)</p> <p>Discuss the importance of Ramadan being for giving to charity/ empathising with those who have nothing - being generous and being thankful (B1)</p> <p>At the end of the unit make one of the recipes for Eid (on twinkl)</p>	<p>Celebrations Choose a celebration children are interested in (e.g. marriage, new child etc) and compare/ contrast a Christian celebration with a celebration from another religion- Islam (B3)</p>

<p>(Creative- Class/Group art work?) (C1, B2)</p> <p>Pupils discuss stories of co-operation from Islam and from different traditions and sources and make a 'Recipe for living together happily' or a 'Class charter for more kindness and less fighting' (C2)</p>	<p>mosques, synagogues or churches often, but other people never go to holy buildings, and why some people pray every day, but others not at all (B1)</p> <p>Revisit Christianity (Christmas)</p>	<p>do to be a good person?(C1)</p>			
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R.E Long Term Activity Plan Y2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>“What do people believe?” Circle time discussion around beliefs, and option to not believe (humanist). Teacher activity – Poster on chosen religion ICT and books – research religions / post it note questions what chn want to find out. (A1/B3)</p> <p>Pupils notice and talk about the fact that people come from different religions. How can we tell? How can we live together when we are all so different? (C2)</p> <p>Look at examples of religious artefacts from Christianity or another religion,, raising lists of questions about</p>	<p>Christianity and Introduction to Judaism</p> <p>Hanukkah Story of the celebration (retell, discuss) Comparisons of similarities/ differences to Christmas (A2/B3)</p> <p>Stories of Jesus (include Nativity): They identify and talk about the values which different characters in the stories showed, and recognise Christianity as the religion from which the stories come (A2)</p> <p>Pupils ask and answer ‘who’, ‘when’, ‘where’, ‘how’ ‘what if...’ and ‘why’ questions</p>	<p>Judaism Introduction to place of worship, special book (Torah and Yad) Written in Hebrew, items of clothing etc. Look at and discuss with teacher. (A1/A3)</p> <p>Creative area- Make a Torah, using Hebrew on google translate to write their name inside.</p>	<p>Passover Story of the celebration (retell, discuss) (A2)</p> <p>10 Commandments Came after Passover - Rules for Jewish people to live their life by to thank for being freed. Discuss why we think these are good rules. (A3)</p> <p>Children write their own 10 commandments – what 10 things do they think they should do to be a good person? (C3)</p>	<p>How and why do people pray? Compare religions taught so far (Christianity, Hinduism, Islam and Judaism) Prayer - Introduction to the concept, how this is similar/different across religions – exploring artifacts used in prayer etc.</p> <p>Asking/ Answering “How” and “Why” questions about prayer (A1/A3/B3)</p>	<p>Bar Mitzvah/ Bat Mitzvah Celebration where Jewish boys/girls become “of age” (A1)</p> <p>Compare to a Christian celebration (B3)</p>

them and finding out what they mean and how they are used in festivals and for example in community life, prayer and worship (A3)	about religious stories (A2)				
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