



EYFS Links to Development Matters 2021	Communication and Language	Three And four year olds	<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens • Use a wider range of vocabulary
		Development matters statements for Reception	<ul style="list-style-type: none"> • Learn new vocabulary. • Use new vocabulary through the day. • Ask questions to find out more and to check they understand what has been said to them. • Articulate their ideas and thoughts in well-formed sentences. • Connect one idea or action to another using a range of connectives. • Describe events in some detail. • Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen
		ELG	<ul style="list-style-type: none"> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding.
	PSED	Three and four year olds	<ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community
		Development matters statements for Reception	<ul style="list-style-type: none"> • Think about the perspectives of others
		ELG	<ul style="list-style-type: none"> • Show sensitivity to their own and to others' needs
	Understanding the World	Three and four year olds	<ul style="list-style-type: none"> • Talk about what they see, using a wide vocabulary. • Begin to make sense of their own life-story and family's history • Continue developing positive attitudes about the differences between people.
		Development matters statements for Reception	<ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them.
		ELG	<ul style="list-style-type: none"> • Talk about the lives of the people around them and their roles in society. • 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.

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>EYFS-Reception</u>	<p>Theme: Special People</p> <p>Key Questions: What makes people special?</p> <p>Religions: Christianity/Judaism</p>	<p>Theme: Christmas</p> <p>Concept: Incarnation</p> <p>Key Questions: What is Christmas?</p> <p>Religions: Christianity</p>	<p>Theme: Celebrations</p> <p>Key Questions: How do people celebrate?</p> <p>Religions: Hinduism</p>	<p>Theme: Easter</p> <p>Concept: Salvation</p> <p>Key Questions: What is Easter?</p> <p>Religions: Christianity</p>	<p>Theme: Story time</p> <p>Key Questions: What can we learn from stories?</p> <p>Religions: Christianity, Islam, Hinduism, Sikhism.</p>	<p>Theme: Special Places</p> <p>Key Questions: What makes places special?</p> <p>Religions: Christianity, Islam, Judaism.</p>

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1/2 cycle A	<p>Theme: Creation Story (Y1 enquiry focus AF)</p> <p>Concept: God/Creation</p> <p>Key Question: Does God want Christians to look after the world?</p> <p>Religion: Christianity</p>	<p>Theme: Christmas (Year 1 enquiry focus AD)</p> <p>Concept: Incarnation</p> <p>Key Question: What gifts might Christians in my town have given Jesus if he had been born here rather than in Bethlehem?</p> <p>Religion: Christianity</p>	<p>Theme: Jesus as a friend (Year 1 Enquiry focus AD)</p> <p>Concept: Incarnation</p> <p>Key Question: Was it always easy for Jesus to show friendship?</p> <p>Religion: Christianity</p>	<p>Theme: Easter - Palm Sunday (Year 1 Enquiry focus ACE)</p> <p>Concept: Salvation</p> <p>Key Question: Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?</p> <p>Religion: Christianity</p>	<p>Theme: Shabbat (Year 1 Enquiry Focus BD)</p> <p>Key Question: Is Shabbat important to Jewish children?</p> <p>Religion: Judaism</p>	<p>Theme: Hajj (Year 2 Enquiry focus BF)</p> <p>Key Question: Does completing Hajj make a person a better Muslim?</p> <p>Religion: Islam</p>
Year 1/2 Cycle B	<p>Theme: What did Jesus teach? (Enquiry focus AF)</p> <p>Key Question: Is it possible to be kind to everyone all of the time?</p> <p>Religion: Christianity</p>	<p>Theme: Christmas - Jesus as gift from God (Enquiry focus AE)</p> <p>Concept: Incarnation Key</p> <p>Key Question: Why do Christians believe God gave Jesus to the world?</p> <p>Religion: Christianity</p>	<p>Theme: Prayer at home (Enquiry focus AF)</p> <p>Key Question: Does praying at regular intervals help a Muslim in his/ her everyday life?</p> <p>Religion: Islam</p>	<p>Theme: Easter - Resurrection (Enquiry focus BF)</p> <p>Concept: Salvation</p> <p>Key Question: How important is it to Christians that Jesus came back to life after His crucifixion?</p> <p>Religion: Christianity</p>	<p>Theme: Community and Belonging (Enquiry focus BF)</p> <p>Key Question: Does going to a Mosque give Muslims a sense of belonging?</p> <p>Religion: Islam</p>	<p>Theme: Rod Hashanah and Yom Kippur (Year 1 Enquiry focus BD)</p> <p>Key Question:</p> <p>Religion: Judaism</p>

<p>Year 3/4 Cycle A</p>	<p>Theme: Divali (Y3 enquiry focus B C D)</p> <p>Key Question: Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child?</p> <p>Religion: Hinduism</p>	<p>Theme: Christmas (Y4 enquiry focus C E)</p> <p>Concept: Incarnation</p> <p>Key Question: What is the most significant part of the nativity story for Christians today?</p> <p>Religion: Christianity</p>	<p>Theme: Pilgrimage to the River Ganges (Y3 enquiry focus CF)</p> <p>Key Question: Would visiting the River Ganges feel special to a non-Hindu?</p> <p>Religion: Hinduism</p>	<p>Theme: Easter (Y4 enquiry focus A E)</p> <p>Concept: Salvation</p> <p>Key Question: Is forgiveness always possible for Christians?</p> <p>Religion: Christianity</p>	<p>Theme: Hindu Beliefs (Y3 enquiry focus AE)</p> <p>Key Question: How can Brahman be everywhere and in everything?</p> <p>Religion: Hinduism</p>	<p>Theme: Prayer and Worship (Y4 enquiry focus BD)</p> <p>Key Question: Do people need to go to church to show they are Christians?</p> <p>Religion: Christianity</p>
<p>Year 3/4 Cycle B</p>	<p>Theme: Beliefs and Practices (Y4 enquiry focus A D)</p> <p>Key Question: How special is the relationship Jews have with God?</p> <p>Religion: Judaism</p>	<p>Theme: Christmas (Y3 enquiry focus A E)</p> <p>Concept: Incarnation</p> <p>Key Question: Has Christmas lost its true meaning?</p> <p>Religion: Christianity</p>	<p>Theme: Passover (Y4 enquiry focus BE)</p> <p>Key Question: How important is it for Jewish people to do what God asks them to do?</p> <p>Religion: Judaism</p>	<p>Theme: Easter -Forgiveness (Y3 enquiry focus C E)</p> <p>Concept: Salvation</p> <p>Key Question: What is 'good' about Good Friday?</p> <p>Religion: Christianity</p>	<p>Theme: Rites of Passage and good works (Y4 enquiry focus B C F)</p> <p>Key Question: What is the best way for a Jew to show commitment to God?</p> <p>Religion: Judaism</p>	<p>Theme: Jesus' Miracles (Y3 enquiry focus A E)</p> <p>Concept: Incarnation</p> <p>Key Question: Could Jesus heal people? Were these miracles or is there some other explanation?</p> <p>Religion: Christianity</p>

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5/6 Cycle A	<p>Theme: Beliefs and moral values Y5 enquiry focus BE</p> <p>Key Question: Do beliefs in Karma, Samsara and Moksha help Hindus lead good lives?</p> <p>Religion: Hinduism</p>	<p>Theme: Christmas Y6 enquiry focus AE</p> <p>Concept: Incarnation</p> <p>Key Question: Do Christmas celebrations and traditions help Christians understand who Jesus was and why he was born?</p> <p>Religion: Christianity</p>	<p>Theme: Hindu Beliefs Y5 enquiry focus AE</p> <p>Key Question: How can Brahman be everywhere and in everything?</p> <p>Religion: Hinduism</p>	<p>Theme: Easter Y5 enquiry focus AE</p> <p>Concept: Salvation</p> <p>Key Question: How significant is it for Christians to believe God intended Jesus to die?</p> <p>Religion: Christianity</p>	<p>Theme: Prayer and Worship Y5 enquiry focus BF</p> <p>Key Question: What is the best way for a Hindu to show commitment to God?</p> <p>Religion: Hinduism</p>	<p>Theme: Beliefs and Meaning Y6 enquiry focus AE</p> <p>Key Question: How did Jesus create a 'New Covenant' and what does that mean to Christians today?</p> <p>Religion: Christianity</p>
Year 5/6 Cycle B	<p>Theme: Beliefs and Practices Y6 enquiry focus BF</p> <p>Key Question: What is the best way for a Muslim to show commitment to God?</p> <p>Religion: Islam</p>	<p>Theme: Christmas Y5 enquiry focus AE</p> <p>Concept: Incarnation</p> <p>Key Question: Is the Christmas story true?</p> <p>Religion: Christianity</p>	<p>Theme: Beliefs and Practices Y5 enquiry focus BF</p> <p>Key Question: What is the best way for a Christian to show commitment to God?</p> <p>Religion: Christianity</p>	<p>Theme: Easter Y6 enquiry focus BDF</p> <p>Concept: Gospel</p> <p>Key Question: Is Christianity still a strong religion 2000 years after Jesus was on Earth?</p> <p>Religion: Christianity</p>	<p>Theme: Beliefs and moral values Y6 enquiry focus ADE</p> <p>Key Question: Does belief in Akhirah (life after death) help Muslims lead good lives?</p> <p>Religion: Islam</p> <p><i>NB: This enquiry is taught in 2 sections over the term</i></p>	

Progression of Skills in Religious Education KS1 and KS2

colour coding: Aut A Spr A Sum A Aut B Spr B Sum B	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understand beliefs and teachings A	<ul style="list-style-type: none"> Describe some key teachings of Christianity, Judaism and Islam Describe some of the main festivals or celebrations of Christianity and Judaism <p>AUT A SPR A AUT B SPR B</p>	<ul style="list-style-type: none"> Describe in more detail the teachings explored in Christianity, Judaism and Islam. Describe in detail the festivals and/or celebrations explored in Christianity, Judaism and Islam <p>AUT A, SPR A AUT B, SPR B</p>	<ul style="list-style-type: none"> Present the key teachings and beliefs of religions studied Begin to refer to religious figures and Holy books to explain answers <ul style="list-style-type: none"> AUT B SUM A SUM B 	<ul style="list-style-type: none"> When explaining key teachings and beliefs begin to make links within/across religions. Refer to religious figures and Holy books to explain their thinking. <p>AUT B SUM A SUM B</p>	<ul style="list-style-type: none"> Begin to make links between religions and explain how some teachings and beliefs are shared between Christianity and other world religions. Explain how religious beliefs shape the lives of individuals <ul style="list-style-type: none"> AUT A Aut B Spr A Sum A Sum B 	<ul style="list-style-type: none"> Independently explain and make links between the shared beliefs and teaching of a wider range of religions Use their developing knowledge to explain how a wider range of religious beliefs shape individuals and communities. <p>AUT A Aut B Spr A Sum A Sum B</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Understand Practices and lifestyles B</p>	<ul style="list-style-type: none"> Recognise and name some religious artefacts, places and practices. (focus on identifying) SPR B SUM A SUM B 	<ul style="list-style-type: none"> Recognise, name and describe some religious artefacts, places and practises (focus on describing in Y2) SPR B SUM A SUM B 	<ul style="list-style-type: none"> Identify religious artefacts and explain how and why they are used making links to religious beliefs. Describe religious buildings and explain how they are used. Explain some of the religious practices of both clerics and individuals, clearly distinguishing between the two. <ul style="list-style-type: none"> AUT A AUT B SPR A SPR B SUM B 	<ul style="list-style-type: none"> Describe religious buildings and how they are used making links to religious beliefs. Explain and compare some of the religious practices of both clerics and individuals, clearly distinguishing between the two. <ul style="list-style-type: none"> AUT A AUT B SPR A SPR B SUM B 	<ul style="list-style-type: none"> Explain the practices and lifestyles involved in belonging to a faith community. Compare and contrast the lifestyles of different faith groups Begin to show an understanding of the role of a spiritual leader. <ul style="list-style-type: none"> AUT A AUT B SPR B SUM A SUM B 	<ul style="list-style-type: none"> Explain and compare the practices and lifestyles involved in belonging to a faith community. <ul style="list-style-type: none"> Compare and contrast the lifestyles of different faith groups giving reasons why some within the same faith adopt different lifestyles Show a better understanding of the role of a spiritual leader. <ul style="list-style-type: none"> AUT A AUT B SPR B SUM A SUM B
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Understand how beliefs are conveyed C</p>	<ul style="list-style-type: none"> Name some religious symbols SPR A 	<ul style="list-style-type: none"> Name and explain the meaning of some religious symbols <ul style="list-style-type: none"> SPR A 	<ul style="list-style-type: none"> Begin to identify religious symbols in a range of contexts. <ul style="list-style-type: none"> AUT A SPR B SUM B 	<ul style="list-style-type: none"> Identify religious symbolism in literature and the arts <ul style="list-style-type: none"> AUT A SPR B SUM B 	<ul style="list-style-type: none"> Begin to explain some of the different ways that individuals show their beliefs <ul style="list-style-type: none"> AUT A AUT B SUM B 	<ul style="list-style-type: none"> Explain some of the different ways that individuals show their beliefs <ul style="list-style-type: none"> AUT A AUT B SUM B

REFLECT D/E

<ul style="list-style-type: none"> Identify things that are important in their own lives and with support compare these to religious beliefs. Relate emotions simple emotions to some of the experiences of religious figures studied. Begin to ask questions about puzzling aspects of life. • SPR A • AUT B • SPR B 	<ul style="list-style-type: none"> Identify things that are important to their own lives and independently compare to religious beliefs. Relate a range of emotions to some of the experiences of religious figures studied Independently ask questions about puzzling aspects of life. • SPR A • AUT B • SPR B 	<ul style="list-style-type: none"> Begin to show an understanding that personal experiences and feelings influence attitudes and actions. With support, give simple reasons why religious figures may have acted as they did. With support, ask questions that have no universally agreed answers. • AUT A • AUT B • SPR A • SPR B • SUM A • SUM B 	<ul style="list-style-type: none"> Show an understanding that personal experiences and feelings influence attitudes and actions. Independently give some more detailed reasons why religious figures may have acted as they did. Independently ask questions that have no universally agreed answers. • AUT A • AUT B • SPR A • SPR B • SUM A • SUM B 	<ul style="list-style-type: none"> With support, recognise and express feelings about their own identities. Relate these to religious beliefs or teachings When prompted explain their own ideas about the answers to ultimate questions. With support explain why their own answer to ultimate questions may differ from those of others. AUT A AUT B SPR A SPR B SUM B 	<ul style="list-style-type: none"> Recognise and express feelings about their own identities. Relate these to religious beliefs or teachings Explain their own ideas about the answers to ultimate questions. Independently explain why their own answer to ultimate questions may differ from those of others. AUT A AUT B SPR A SPR B SUM B
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Understanding values F

<ul style="list-style-type: none"> • With support identify how they have to make choices in life • Begin to explain how actions affect others • Show an understanding of right and wrong (morals) • AUT A SPR B SUM A • 	<ul style="list-style-type: none"> • Identify how they have to make their own choices in life independently. • Explain how actions affect others • Show an understanding of the term morals • AUT A • SUM A • SPR B 	<ul style="list-style-type: none"> • With support explain how beliefs about right and wrong affect people's behaviour. • With support, describe how some of the values held by communities or individuals affect behaviour and actions. (children should explore a small number of values) • Discuss stories involving moral dilemmas. • SUM B 	<ul style="list-style-type: none"> • Independently explain how beliefs about right and wrong affect people's behaviour. • Describe how some of the values held by communities or individuals affect behaviour and actions. • Discuss and give opinions on stories involving moral dilemmas. • SUM B 	<ul style="list-style-type: none"> • Show a developing awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules.) • Express their own values and remain respectful of those with different values <p>SUM A AUT B SPR B</p>	<ul style="list-style-type: none"> • Explain why different religious communities or individuals may have a different view of what is right and wrong. • Show an awareness of morals and right and wrong beyond rules (i.e. wanting to act in a certain way despite rules.) • Express their own values and remain respectful of those with different values <p>SUM A AUT B SPR B</p>
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